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# ATHLETIC JOURNAL

Vol. XXIX No. 9

MAY 13 1940 May, 1949

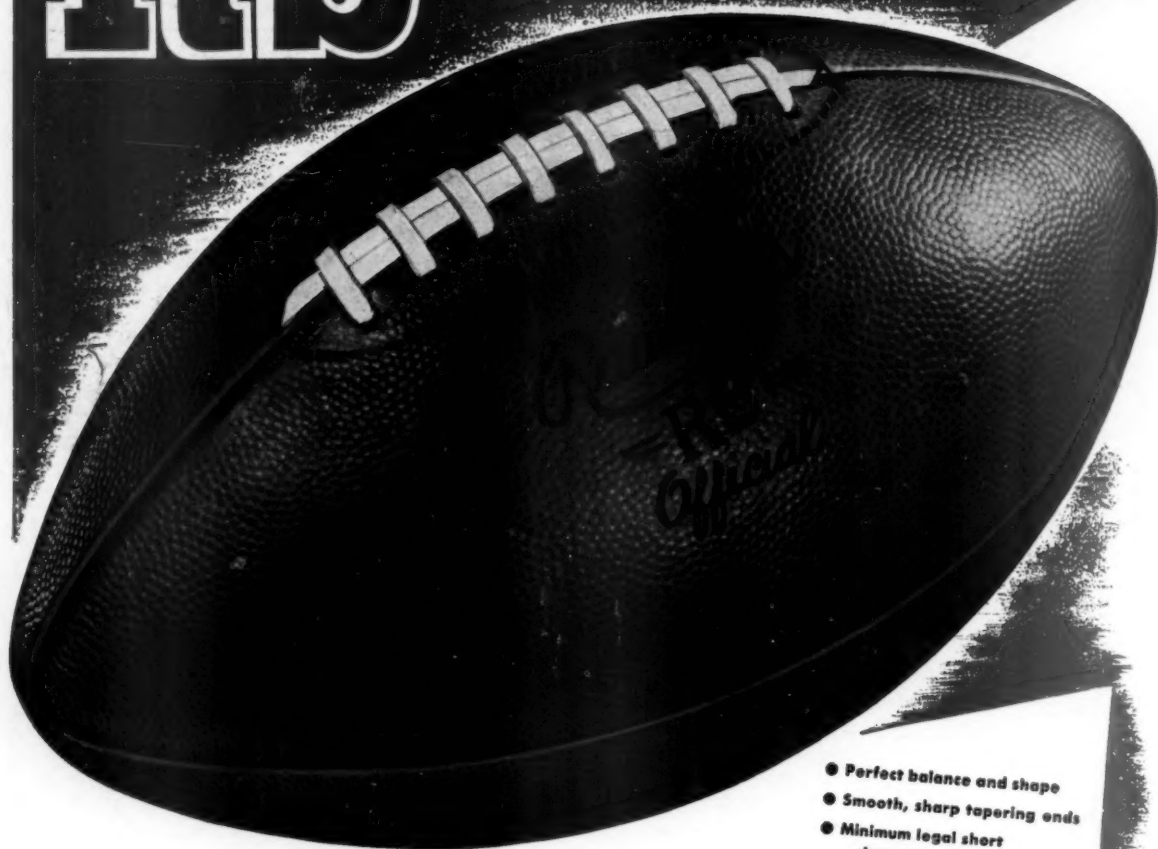


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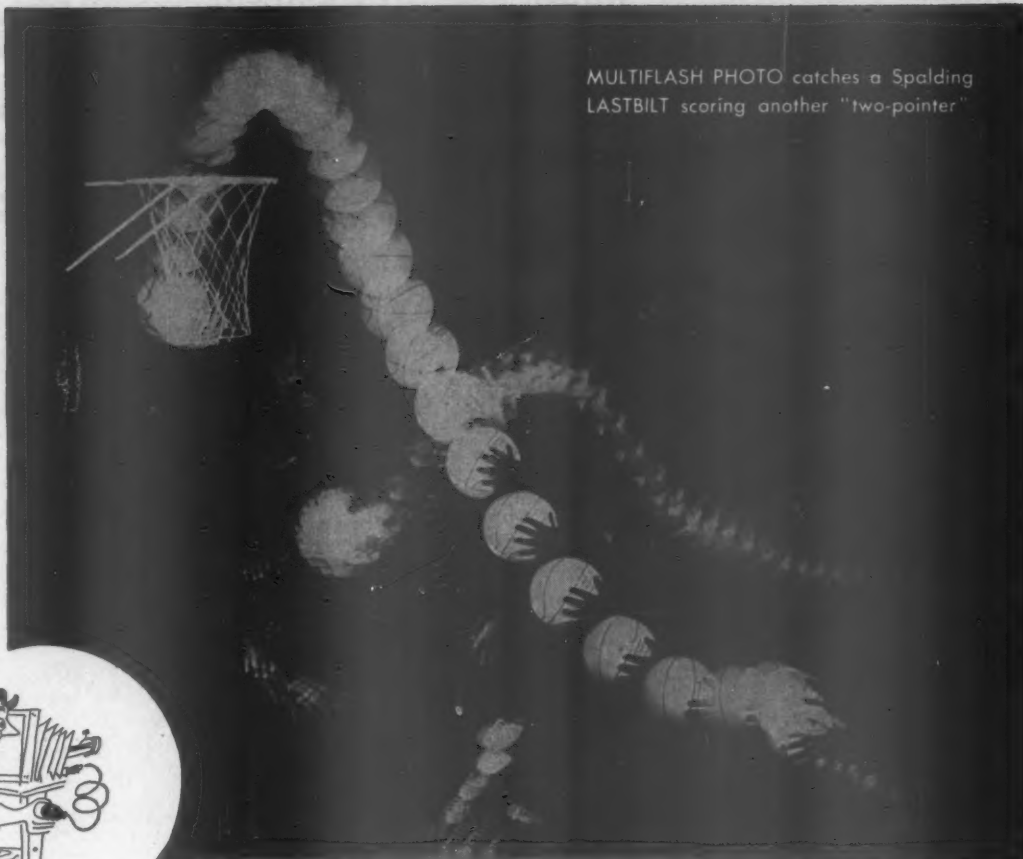
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Published by  
**THE ATHLETIC JOURNAL PUBLISHING CO.**  
 6858 Glenwood Avenue  
 Chicago 26, Illinois

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**Eastern Advertising Representative:**  
 Charles Thorp, 370 Lexington Avenue,  
 New York City

Published monthly except July and August by the  
 Athletic Journal Publishing Company, 6858 Glenwood  
 Avenue, Chicago, Illinois. Member Audit Bureau of Cir-  
 culation. Request for change of address must reach us  
 thirty days before the date of issue with which it is to  
 take effect. Duplicate copies cannot be sent to replace  
 those undelivered through failure to send advance no-  
 tice.

Subscription Prices: \$2.00 per year; \$3.00 for two  
 years; \$3.75 for three years; \$1.20 for six months; \$1.00  
 for five months; Canada \$2.50 per year; foreign \$2.75  
 per year. Single copies 25 cents for current volume, 35  
 cents per copy for back volumes. Copyright 1948, The  
 Athletic Journal Publishing Company. Entered as sec-  
 ond-class matter, August 14, 1925 at the post office at  
 Chicago, Illinois, under the Act of March 3, 1879; addi-  
 tional entry on October 1, 1938.

# The ATHLETIC JOURNAL

*Nation-Wide Amateur Athletics*

**Volume XXIX**

**Number 9**

**May, 1949**

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**FRONT COVER ILLUSTRATION**

Football steals into the sport picture with spring  
 practice under way in 700 colleges and the high  
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 ing out the winter kinks.



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USING Amos Alonzo Stagg's spread punt formation, the College of the Pacific has gone eleven full football seasons without having a kick blocked. . . . Robert McBride, former coach at Mt. Carmel High School in Chicago, has been appointed an assistant football coach at Notre Dame. . . . In its first intercollegiate basketball game which it lost to the Memphis College of Physicians and Surgeons 12-11 in 1909, the University of Mississippi was defended by a campus publication which attributed defeat to the fact that wind favored the visitors. . . . William F. Scheerer has been named head football coach at Varina, Virginia, High School. He played football four years for the University of Richmond and one year for Franklin and Marshall while on duty with the Marine Corps. . . . Coach "Chick" Sutherland, Iowa State College basketball mentor, is holding *spring* basketball drills twice a week. . . . Chalmers "Bump" Elliott, former Michigan all-American halfback has been named backfield coach at Oregon State College. Elliott was Michigan's leading scorer in 1947 with nine touchdowns for the regular season. . . . The 1893 football contest between Illinois and Northwestern ended in a 0-0 tie although NU was leading 12-10 in the second half. The game was called because of darkness and the score reverted to the halftime score. . . . Bill Broderick, athletic director at Salem, Massachusetts, High School, will reassume the head football coaching position which he held for twenty years up to 1943. He will succeed Glenn O'Brien who had succeeded him. In his twenty years of coaching his football teams won 281, lost 60 and tied 40. . . . Penn State has lost two of its head coaches. Bob Higgins, head football coach for the last 19 years has resigned but will continue at Penn as professor of physical education. John Lawther, head basketball coach for thirteen years, has resigned but will also continue on the physical education staff. . . . Joe Bedenk has been appointed head football coach.

He will use Jim O'Hara and Earl Edwards as his assistants.

JESSE HILL, generally rated as the greatest all-around athlete in the history of the University of Southern California, this year takes over as head track coach at SC following the retirement of Dean Cromwell. Hill was a member of the track team three years and won the IC4A broad jump title in 1929. He also played on the football team for two years and led the Pacific Coast Conference in 1929 for the highest average yards gained per play. He played one year of baseball and was the leading batter of the California Intercollegiate Baseball Association with a .389 average. He later played ball for Newark, the Washington Senators and the Philadelphia Athletics in the professional leagues. . . . A high school basketball player by the name of Archie Matthews sank a 90-foot field goal recently, and by accident! In a game at Winston-Salem, No. Carolina between Mineral Springs and Mount Airy, Matthews whipped a wild one-handed pass to a team mate but the ball dropped through the basket instead. . . . An all-star basketball game was held on April 26th between this year's championship University of Wyoming team and a team composed of former Wyoming basketball stars which included the following coaches: Bill Strannigan, Loveland, Colorado; Jim Weir, Green River, Wyoming; Ted Rogers, Hanna, Wyoming; Bob Porter, Shoshoni, Wyoming; Earl Ray, Casper, Wyoming; Lou Roney, Laramie, Wyoming; and Chuck Bentson, University of Wyoming Freshman coach. . . . Carl Snaveley, Matty Bell and Adolph Rupp are all appearing at six coaching schools this summer. Frank Leahy and Don Faurot will each appear at three. . . . Jack Riley, former Northwestern University football and wrestling star, has been appointed head wrestling coach to succeed Wes Brown who has been called into active service in the Navy. Riley held the Big Nine

(Continued on page 70)



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# Concussion Its Care and Prevention

By **HARRY R. MCPHEE, M. D.**  
*Athletic Physician, Princeton University*

**T**HE SECOND period is about six minutes old when the opposing fullback comes out of a spin and heads for a hole in the line. Bill Jones, a backer-up, rushes for the gap. He avoids an interferer but is forced to make the tackle while a little off balance. The fullback's knee catches Bill flush on the left side of the forehead. Both go down, but Bill is unconscious and does not get up. In a flash, the trainer realizes that he is face to face with one of the most difficult situations in school and college athletics. It is not the fact that the player is unconscious that disturbs the trainer but the knowledge that Bill was rendered unconscious from a blow on the head. No one knows what developments will take place. The odds are good that he will recover promptly, and better still, that he will recover completely even though he regains consciousness with a little delay. Yet there lurks in the back of the trainer's mind the knowledge that the larger percentage of direct causes of fatalities in athletics is due to head injury, and that there is a condition known as "punchy". The player's future may depend upon the judgment of the trainer. He is a much-needed player and the trainer will be called upon to decide whether he can continue in the game. It is an important decision and no one can see or feel what damage has been done inside the skull.

To date, no one knows exactly what takes place within the brain to produce unconsciousness from a blow, but careful observations have established certain valuable data which guide in dealing with these cases. The period of unconsciousness may be fleeting or prolonged and is some index of severity but not an accurate one. Disorientation, dizziness and headache are important signposts and certain tests give additional information as to the course to follow. The job has pitfalls for the medically trained man, hence if the trainer is not a doctor he should proceed with one thought uppermost in mind: to make any errors on the side of safety.

If the player has regained consciousness when the trainer reaches

him, there is no necessity for the first step which is to revive the patient promptly. If he is still unconscious, he should be gently put on his back, his helmet removed and cool, damp towels placed at the back of his neck and over his forehead. All restrictions to breathing should be loosened, the lower jaw should be held forward and the mouth open a little. A whiff or two of aromatic spirits of ammonia, commonly known as "smelling salts", passed back and forth under the nose produces quick results in many cases. When consciousness returns, the player should be kept on his back and asked questions to determine whether he is well oriented or confused. Loss of memory and confusion in these cases center around the more recent events in their lives, hence the questions should pertain to the present. He may, for example, immediately recognize the trainer as an old acquaintance but not have the slightest idea of where he is, what day it is, what has happened, whether he was on offense or defense or what period the game is in. The trainer should ask the player if he has any pain or headache. If he seems to know what it is all about and has no headache the trainer should have him sit up and in a few moments inquire about dizziness and clearness of vision. He should also test for nystagmus, which is rapid, involuntary, jerky movements of the eye balls. A simple method of testing is to hold a small object a comfortable visual distance in front of the player and then move it quickly a foot or so to one side asking him to follow the movement with his eyes without turning his head. If his eyeballs keep flicking rapidly in an effort to hold this outward turned position, nystagmus is present and there is some difficulty inside the

*(Continued on page 67)*

**H**ARRY R. MCPHEE was active in football, basketball and track at Oberlin College. He took his M.D. at Western Reserve University in 1924. He was assistant professor of Health and Physical Education at Iowa State College from 1924-28. He joined the staff at Princeton in 1928.



Rx

*How to reduce knee  
and ankle injuries...*

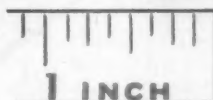
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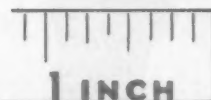
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# Foundations for Football

By HAROLD J. SWANSON

Football Coach, Manchester College, Indiana

**T**HE GAME of football has a highly honored past. From Walter Camp to Paul Brown; from Princeton's early Tiger to Notre Dame's gigantic grid-iron machine; from the flying wedge to the man-in-motion T formation comes this progression. Through these years there have been changes in the systems of play and as many coaching procedures as there have been personalities. Nevertheless, through that maze of history have clung roots too deep and firm for any passing fancy to uproot. These roots are the sweating, old-fashioned, hard, concrete items of repetition called fundamentals — the true foundations of football. On this even the finesse-minded T formation coach and the "solid" single-wing formation coach may find a comfortable spot where they can repose and agree.

But just how significant are fundamentals as taught today? Do they qualify as "foundations" to the extent that they are substantial enough to support the many systems of play used by coaches in modern football? It occurred to me that if we are teaching mechanically sound techniques, we ought to find common denominators in other fields. And what field presents more mechanical parallels to football than physics? Certainly none, for football is a contact game and involves the manipulations of one body by another or by its own force.

So let us check some of our football fundamentals against the yardstick of the physics department. For example, I checked with the chairman of our physics department at Manchester and came away with some conceptions that have stabilized my own ground in certain fundamentals. I feel certain that

my insistence on observing certain mechanical principles in blocking, in spinning, in faking (which we consider fundamental), and in tackling, sound because they jibe with the principles being taught in our physics department by Dr. Morris. Here are three of the football tasks that must be met by coaches and how we aim to mechanize them.

## Feeder Spins

I call the task of any back who has to feed the ball to another from a pivot position a "feeder spin". The quarterback's spin in the T formation is used as an example here although the same principles apply to a degree in the wingback formation where the fullback ordinarily assumes that task.

We teach an erect posture with the shoulders in a position over the hips, the frail human's center of gravity. The degree to which this can be accomplished will depend upon such factors as the stance of the center, the length of the quarterback's arm, the length of his legs, etc. But our aim is as erect a position of the trunk as is possible. Why? Because we are getting ready to apply a law of physics: "For two bodies of equal mass, the body which has the greater portion of its mass concentrated near the axis of rotation will be the one which can be given angular motion more easily". In other words, the quarterback who is erect has the axis of rotation located in the hip-shoulder line. The quarterback who insists on bending at the waist into a right angle is using only the hips for an axis, and, more important, is decentralizing the weight to be rotated. As "more easily" translated means "speed", it is evident that for quick-openers and other plays requiring agility and speed, the quarterback who becomes a flagpole rather than a gate is the one who will be there with the "mostest fustest". There

we have it — erect trunk held over the hips.

There is still another stunt for the quarterback which we can use that will utilize the mechanical principles mentioned above. Here's the best way I know of explaining it. The physics professor takes his scientific calipers and, with a fine and total disregard of the personality of our temperamental brain at quarterback, exclaims.

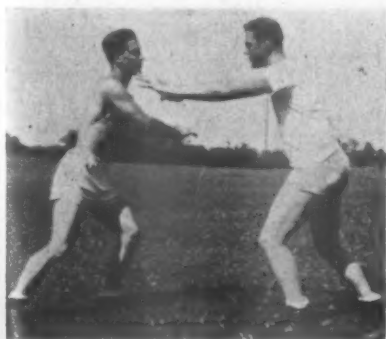
"Ah, this machine with football pants is, in reality, a body of mass to be given torque for the purpose of angular displacement". (That means that the quarterback is making a one-half reverse pivot on a hand-off.)

"But", the professor continues, "What is this I see? Appendages that become weights and are capable of decreasing or increasing the velocity of angular displacement". What he is really saying is that our quarterback's constant problem is to rotate the body in the maneuver and the legs and arms facilitate or hinder the speed of the spin by their positions. With trunk erect, then, the problem is to keep the legs and arms as close to the center of rotation of that mass as possible in order to execute the pivot more readily.

So here's a detail of this fundamental called spinning that we employ: The quarterback bends his knees slightly inward in order to: first, decrease the portion of his legs that fall outside the rotational axis of the body; second, use the lever of the lower and upper legs in direct line with the center of gravity to be moved, the hips. Also, when the knees are bent slightly inward, the extensor-

(Continued on page 61)

Illustration 1



**H**AROLD J. SWANSON graduated from the University of Wyoming in 1939. He coached for several years in high schools in Wyoming and Illinois until 1942 when he became football coach at North Park College in Chicago. In 1946 he went to Manchester where he is also track coach.

Illustration 2





# TRAPS

by  
*John Dromo*  
END COACH  
University of  
Louisville . . .

**J**OHN DROMO coached for five years at St. Xavier High School, Cincinnati where his football teams won 50, lost 10 and tied 1. He coached at Male High School, Louisville, Kentucky before becoming coach at the University of Louisville. An article reporting the S.E.C. basketball tournament by Mr. Dromo appeared in the April issue.

**I**T WOULD be most unusual today for T teams not to use trap plays, yet it has only been in the past few years that T trap plays have been fully exploited.

Although it is the oldest formation in football, the T for years was used primarily as a preliminary to a shift to another offensive formation. Occasionally a quick-opening play or a

crossback would be used. In 1940 came the renaissance of the T formation.

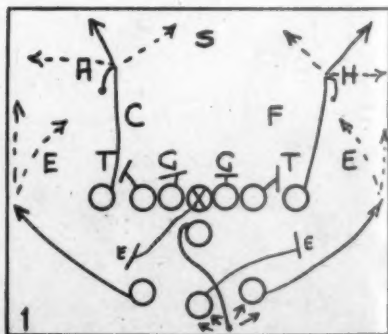
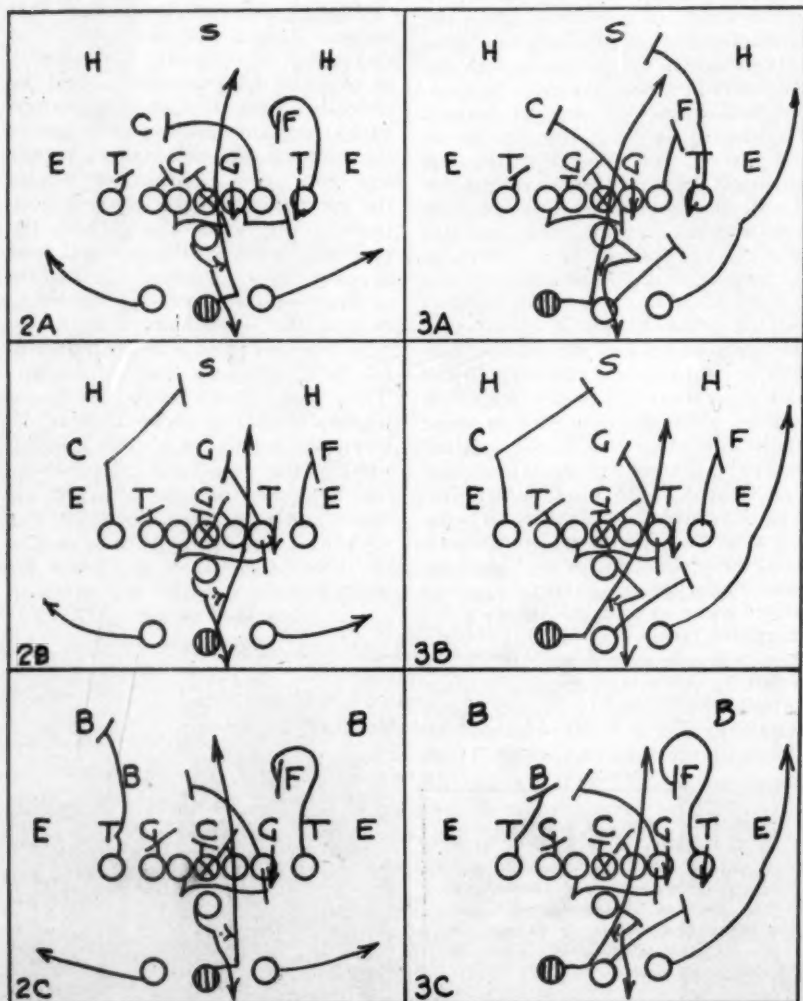
In that year the Chicago Bears won the play-off championship of the National Football League by defeating the Washington Redskins 73-0. This was only a few weeks after the Redskins had defeated the Bears 7-3 in regular season play. In the same year Stanford, under their new coach, Clark Shaughnessy, and with practically the same personnel that in 1939 had won but one game out of nine, went through the season undefeated and untied and in the Rose Bowl game of 1941 defeated a powerful Nebraska team by the score of 20-13.

From then on coaches began to experiment with the T formation. Some were intrigued by this formation and the more they studied it the more offensive possibilities there were revealed. Others studied it because they had to understand it to work up a defense against it.

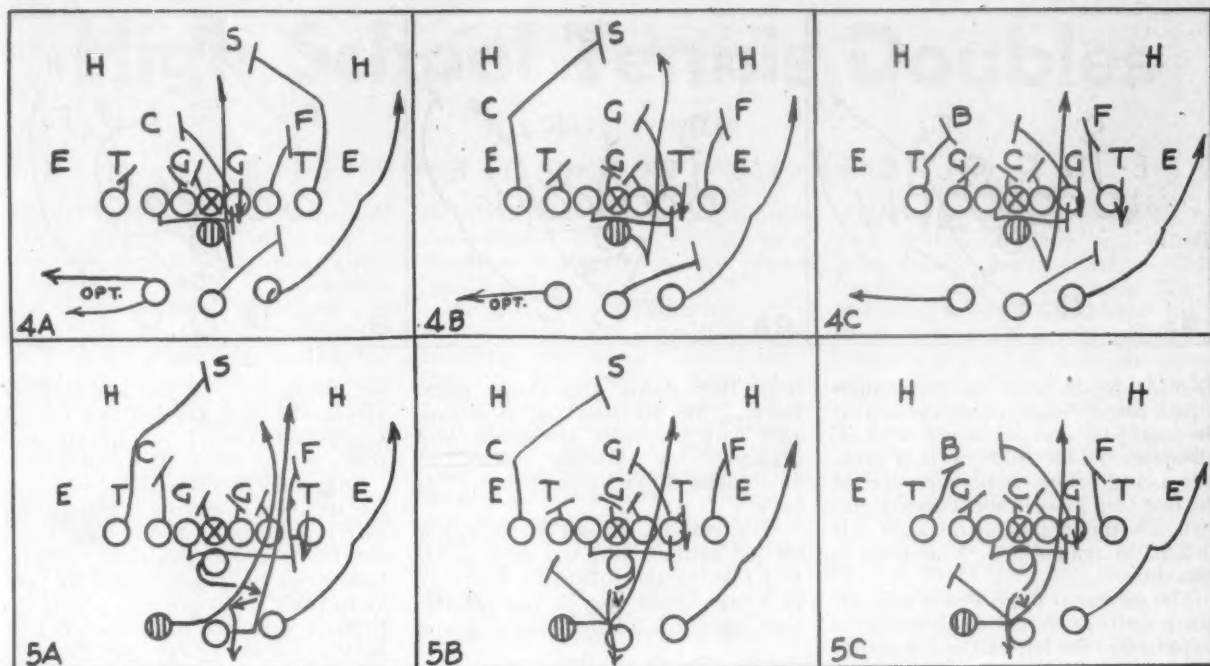
The high school coaches were sold on the T quicker than many of the college coaches because the high school coaches were young and experimental and had not become set on any system. One can see the position of the college coaches who felt that they should not give up a system that for years had proven successful for them. When Notre Dame adopted the T in 1942, however, many colleges followed suit.

Since 1941, the use of the T formation has gradually increased until today it is perhaps the most widely used system in existence. Not that the T is always the entire offense, but it has been a part of the major offense no matter what it might be.

Nearly all coaches using the T formation today remember the early expressions used to denote plays when they first started using the T. Expressions such as cut, veer, slant, slice, slash, sweep, crossback, bootleg and others. Today they may be using the same names but they have also added the following: crossfire, pitch-







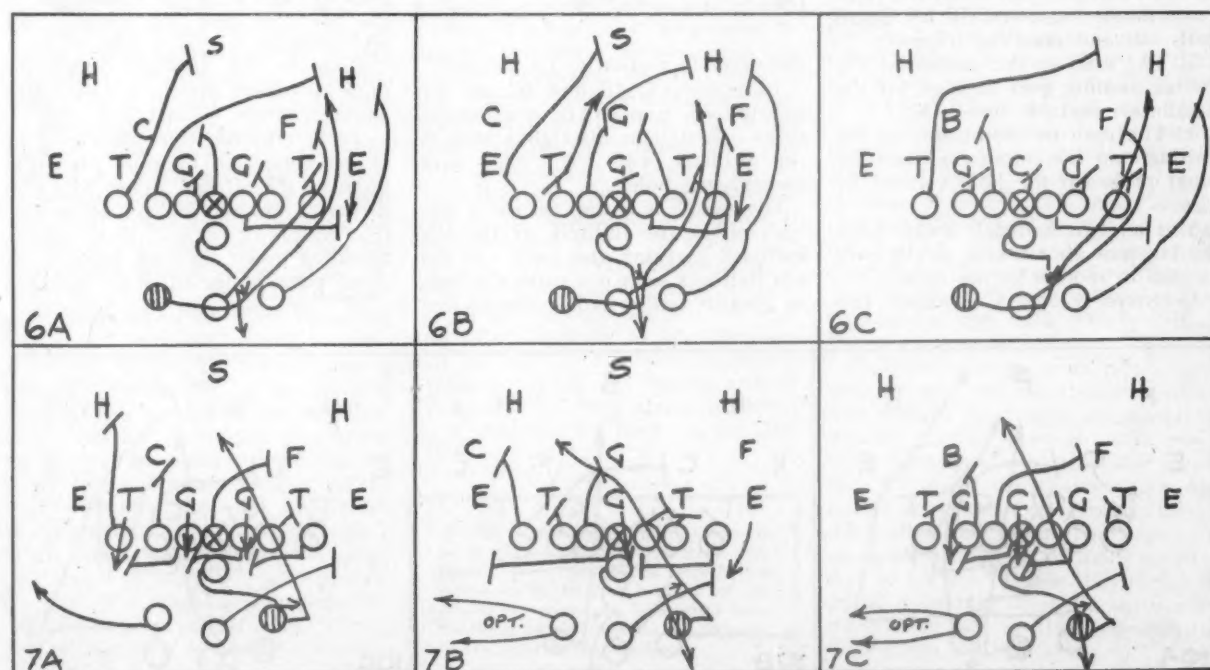
out, delay, screen pass, counter and traps. Perhaps the most important of all these have been the traps.

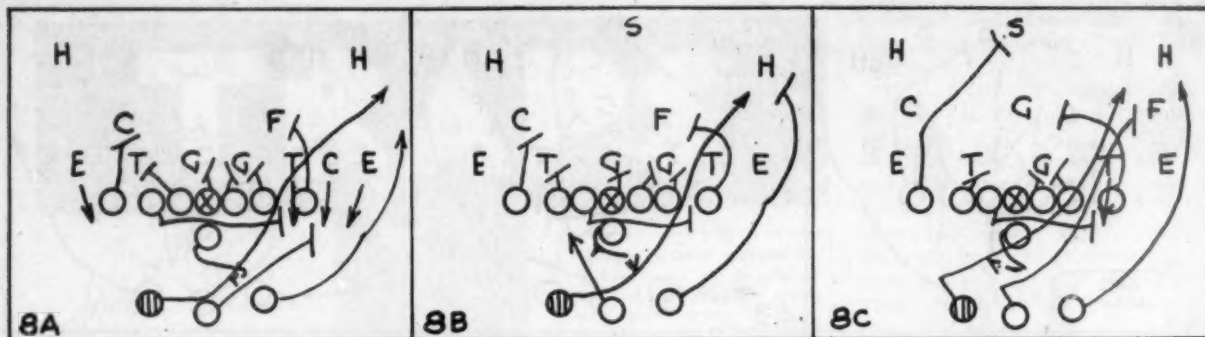
The traps in the T formation have been the biggest contribution that the pros have given to the high schools and colleges. This came about in the following fashion. To create and hold spectator appeal the pros had to score frequently and, if possible, by a

spectacular maneuver. What was more easy for them than to throw a forward pass for a touchdown? The longer the pass, the better for the crowd, and, the quicker the score. Frequently, however, the opposing linemen refused to stay put and rushed the passer unmercifully. With the linemen spoiling the act, something had to be done to keep them honest. What could be more natural than to trap those

linemen who charged across the line of scrimmage so recklessly? Soon, the trapping of linemen became common practice and it was from this situation that the pros adopted their pet theory, "pass and trap". If you rush, they will trap you, if you don't, they will pass. Either alternative is spectacular and crowd-appealing.

The next thing was to hook the trap up with something else in the





offense. Again, what was better than a pass play? Since many teams used the fan pass and its many options, (Diagram 1) the fullback trap came into being. This is perhaps one of the best trap plays in the T formation. It is illustrated in Diagrams 2A, 2B and 2C as against a 6-, 5- and the 7-man line.

The success of the fullback trap led many coaches to set up a series of traps to free the left halfback and also the quarterback. To simplify matters, certain rules were then established for the benefit of the linemen. They were as follows: (all plays going to the right — for plays going to the left the rules are reversed).

1. With no one on the center's head (6-man line) the center and the left guard double-team and the left tackle pulls out and traps the right man to the right of the center.

2. With someone at the center's head (5-man line, 7-man line or undershifted 6) the center and the right guard double-team and the left guard pulls out and does the trapping.

3. The man to the outside of the double-teaming goes through for the middle or weakside line-backer.

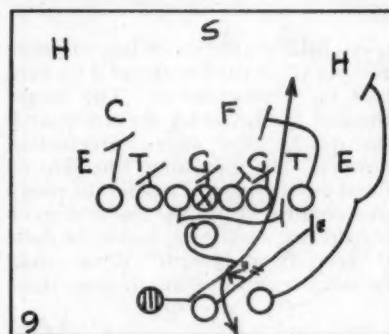
4. The man to the outside of the pulling man (i.e. man doing the trapping) plugs up the hole vacated by him.

5. The right halfback always fakes the fan pass after faking at the end; or goes in motion to the right.

Diagrams 3 and 4 illustrate two

traps that follow the above rules. Keeping the line blocking in accordance with the rules, the coach may maneuver his backfield around to have many different patterns for his backs.

Diagrams 3A, 3B and 3C show how the left halfback trap was used. (This is a fake to the fullback.) The fullback trap could also be run off this with one back faking a fan pass and



the other in motion to the "outside".

Diagrams 4A, 4B and 4C are the quarterback traps. The quarterback takes one step to his right, fakes to the fullback and then goes back through the hole.

Diagram 5 is a trap on the tackle with either the fullback or the left halfback carrying the ball. If the left halfback does not carry the ball, he goes in motion either way or fans

out to his left. If the left halfback carries the ball, the fullback fakes a crossback to the left; the left end goes down on the safety (Diagram 5B).

Diagram 6A, 6B and 6C is a trap on the end with the left halfback carrying the ball. Notice how closely the fullback and the right halfback follow out their patterns of the previous plays. An option is to have the fullback carry the ball; the left halfback in motion or fan, and the right halfback block the linebacker.

Diagram 7A is a triple trap and Diagram 7B is a trap by an end on a 5-man line.

Diagram 7C is a similar trap on a 7-man line.

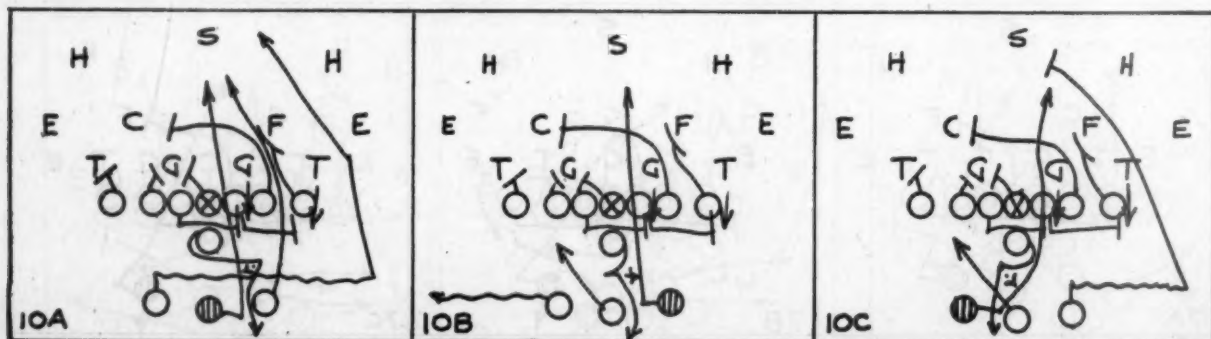
Diagram 8A is a trap play for an overshifted 7-man line. Diagram 8B is a trap against an overshifted 6-man line with undershifted line-backers. 8C is a trap play against an overshifted 5-man line.

Diagram 9 is similar to 8B — the only change is in the maneuvers of the backfield men (the left halfback and fullback).

Diagram 10A, 10B and 10C is the same trap play against a 4-man line with variations in backfield.

To be efficient, trap plays must be closely correlated to some particular phase of the offense. They will gain plenty of yardage if executed properly. Naturally, it will then pay to spend as much time on traps as on other parts of the offense. Nothing

(Continued on Page 54)



# High School Tennis Doubles

By LOUIS S. WHEELER

Tennis Coach, John Marshall High School, Los Angeles

IT IS POSSIBLE to train high school boys who have had only one to two years' experience, to play a good, well-rounded doubles game within four to six months. This implies the use of all the fundamental implements of good doubles, such as the volley, half-volley, overhead smash, lob, backhand and forehand return of service, and controlled service. This may sound like a tall order, but if a coach has boys who are willing to drill and who have confidence in his training methods, amazing progress and improvement can be achieved.

In the beginning we point out to the boys the weakness of the backcourt position against a team at the net with good volleys and overheads. From the very first practice we insist on the boys getting to the net. The server's partner *must* take up a position about six feet from the net and about five feet from the line between the two service courts. The server *must* serve the first ball in to the backhand. He should stand about three feet from the middle of the base line and *must* advance to the net on every serve. The receiver *must* stand just inside the base line or as far up court as he can safely handle the serve. The receiver's partner *must* stand up in a net-playing position similar to a server's partner but usually about eight feet from the net. The receiver *must* run up to the net upon returning the service.

All of these *musts* are positively required on each and every point, every single day of the season, and from every single boy. The boys, of course, are told that they will not be able to and are not expected to do these things well at first. In fact, we strongly stress the obvious point that if the receiver makes a poor return of service his partner is in danger of getting hit by the server's partner, who is waiting for just this play. Thus the pressure is put upon the receiver to make a good return of service. He *must* make a good, low, cross-court return of service or set up his partner as a "clay pigeon." At first this makes him very self-conscious and nervous, but after a few days of intense concentration he will start hitting the ball nearer where it should go, that is, low, cross court, and well away from the net player.

He should also drill on lobbing over the netman's head or hitting down the alley in case the netman shows "poaching" proclivities.

When all four boys are up at the net on nearly every point they learn to volley and smash much sooner than one would believe possible. It is gratifying and interesting to see their attitudes change from positive dislike of having to do these things to an actual desire to get up to the net and put the ball away. The question may arise, "What happens to these boys if the other team stays in the backcourt and does nothing but lob?" Good lobbing will defeat an ordinary high school pair, but it cannot win against a team that trains every day to get to the net as described above.

In addition to the above practice each boy must hit from fifty to one hundred overheads each day. It is well worth while to spend this much time on overhead practice. If a boy is afraid of a lob he might just as well stay in the back court. On the other hand, if he likes to kill the ball with an overhead smash he will have increased confidence in everything he does. We have found that constant overhead practice seems to make the service, volleys and ground strokes improve also. This may be due to the fact that overheads are usually "important" points, and if a boy makes them he becomes practically fearless with the rest of his shots and hits them better also, due to his increased confidence.

Good results may be obtained quickly in improving overheads if the "detached swing" is taught. As soon as the ball is diagnosed as a lob, a right-handed player at the net drops his right foot to the rear and turns his body to face the sideline on his right. Simultaneously he begins to swing his racket around (just as if he were about to serve) to a position in back of his left

shoulder. He holds the racket in this position with his elbow bent and his palm facing upward while he "skip steps" until he is under, or just a little back from being directly under, the ball. Now the second half of the swing is made, just as in the serve, except that the ball is struck with a flat racket face instead of slicing it. The individual has the option of keeping the feet in contact with the ground or of jumping in the air when hitting the ball.

The server's approach to the net is taught as follows: The right-handed server puts his left toe up to the service line, keeping it in contact with the ground during his swing. He throws the ball out ahead of him and slightly to his right and swings his right foot over the line about two feet into the court immediately after hitting the ball. Without any break in the rhythm of this forward motion he takes another step forward with his left foot and then another with his right, then he jumps and lands with his feet well spread. He should then have both toes nearly touching the back part of the service-court line. Then, with his weight evenly balanced he should use whichever foot he needs to use as a pivot foot and step forward or backward with the other one. The most important thing here is that the server *must* have completed his final jump *before* the ball leaves the racket of his opponent. He can then, because he is standing still with his weight balanced evenly on both feet, move easily and quickly in the direction he is required to go by using the correct pivot-foot. A common error is for the server to be still running forward when his opponent has already hit the ball. This position causes many poor volleys.

Both net players (that is, the server's partner and the receiver's partner) should be taught to adopt a dynamic rather than a static position. They should be told that since they are in the best position to make points they had better make them. They definitely should be urged to move across and cut off poor returns and to hit the balls so that they are dropping and are below the net height when they get to their opponents. This forces the opponents to hit the

(Continued on page 66)

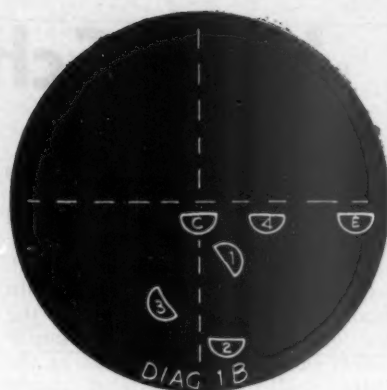
LOUIS S. WHEELER is also tennis coach at the University of Southern California. For the past eleven years he has served as tournament manager of the All-City tournament for high school boys. His teams have been in the city play-offs twelve times in fourteen years.





# Six-Man in Central Iowa

By GLENN A. ROUSE  
Sophomore Football Coach  
Des Moines Technical School

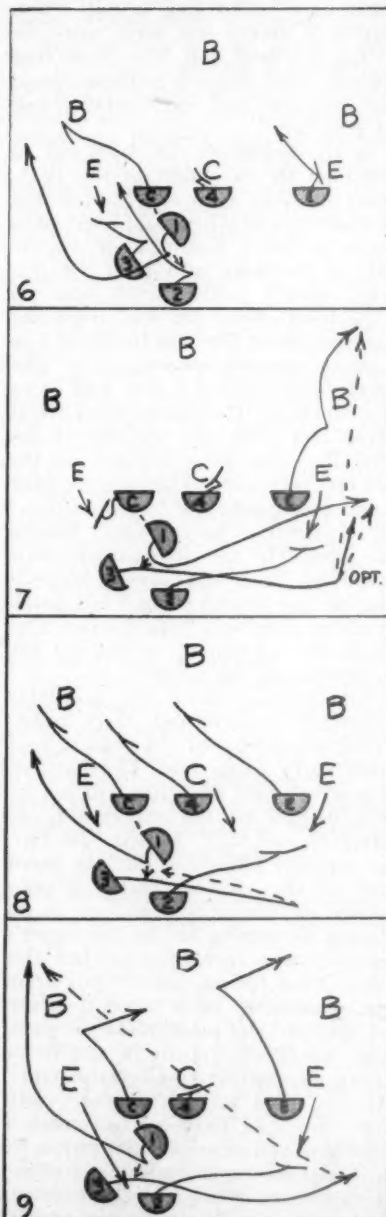
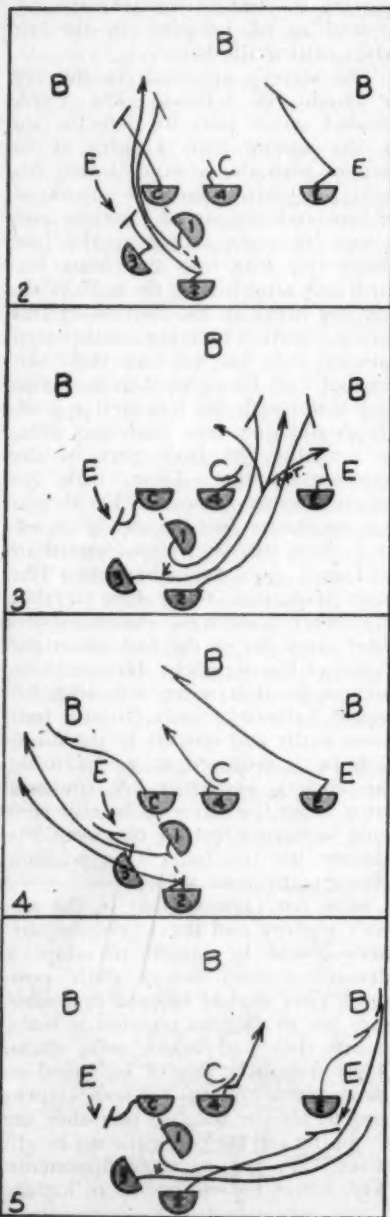


**F**ORMATIONS or systems alone do not make a winner in six-man football. This article does not presume to offer a better system, but only to present a slightly different unbalanced line attack that has been used successfully by two central Iowa six-man teams during the past three seasons.

In this type of offense the line may be unbalanced either right or left, with the backfield slightly overbalanced to the weak side (Diagrams

*The circles in the diagrams are flattened on one side to show the direction in which the player is facing.*

1A and 1B). The number four or middle man in the line is placed from one to three feet from the center and the end is spread an additional yard and one-half to three yards, depending upon the play called and the type of defense encountered. When the line is unbalanced to the right the quarterback places his right foot near the right heel of the center with his feet well spread and his back toward 4, so that a line drawn through the quarterback's heels will make an angle of approximately 45 degrees with the line of scrimmage. From this position he is able to reach under the center for the ball and, while pivoting on his left foot, feed the ball to either of the other backs and become a blocker or a pass-receiver as he moves out ahead of the play. The position of the halfback is from three to five yards from the line of scrimmage and one and one-half to two yards to the left, or weak side, of the center (line unbalanced right) and facing the quarterback rather than the line of scrimmage. The tailback stands six to eight yards from the line of scrimmage and slightly to the right, or strong side, of the center. All backs are in position to receive a direct



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snap from center. Thus, both the quarterback and the halfback may initiate running plays and the tailback may be used as a passer or for quick kicks in addition to his usual duties as blocker or ball-carrier. It is preferable to have a clear pass-exchange made first on all forward pass plays so that in an emergency the passer is free to run with the ball. This also enables the quarterback to set up running and passing play sequences.

The quarterback should be a boy who is sure and quick with his hands and feet, a good pass-receiver and blocker, and should possess at least average speed. The halfback (3) as we have used him, is a double-threat runner and passer. He will be most effective if he can throw accurately while running either to the right or to the left. The tailback (2) should be a boy who can drive and block, (the same type that would be a fullback on an eleven-man team). The center (with an occasional exception as a pass-receiver or decoy) is used as a snapper back and blocker. Sure hands and a liking for contact are essential here. The end should be a good blocker and pass-receiver. Both the end and the center should be thoroughly drilled on downfield as well as line blocking. A good defensive player who perhaps is too slow or awkward to be a back or an end could be utilized as the middle man (4). The blocking assignments, though simple, should be stressed as the center is often the most rugged defensive player. As another possibility, the defensive ends might alternate at this offensive position. Because of the material available and the amount of running on every play I chose to keep a fourth backfield man in the game at the Number 4, or middleman position. In this way a winded back could exchange with the Number 4 man and regain his wind without being removed from the line-up. This fourth backfield

man either became a defensive end or was replaced by an end on defense.

Although many variations are possible, two basic series were used — the "A" series, in which the quarterback is the initial ball-handler; and the "B" series in which the halfback (3) receives the snap. The huddle was used, and the plays were numbered so that in both series all running plays could go both to the right and left.

Although realizing that many six-man coaches prefer screening, the

**G**LENN A. ROUSE graduated from Northwest Missouri Teachers College where he earned four varsity letters in football. He coached at three Iowa high schools before the war. Following three years in the Navy he coached six-man at Urbandale, Iowa where his team was rated the top six-man group in Iowa in both 1946 and '47 and went through both seasons undefeated.

blocking in these plays should be of the contact type, with the ball-carriers taught how to use their blockers to best advantage and the blockers instilled with the idea of regaining their feet and getting back into the play rather than becoming an observer after their first effort.

Diagram 2 is a center smash, with the line unbalanced to the right. The tailback takes a clear pass from the quarterback and drives between the defensive center and end to the weak side. On this play backs 2 and 3 each take one step to the strong side with their leading foot. The halfback pushes off after the first step and drives back into the defensive end to force him to the outside. The tailback takes the pass from the quarterback just after pushing off from his first step. The quarterback, upon releasing the clear pass, executes a half spin and, with the center, leads the play into the secondary. The middle man blocks the defensive center. The end, after delaying the defensive end on the strong side, cuts for the secondary.

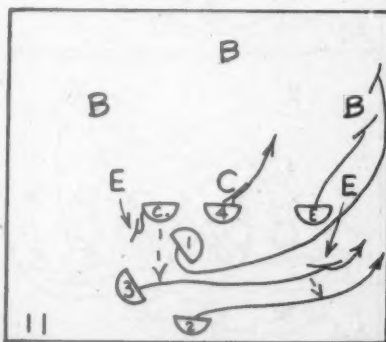
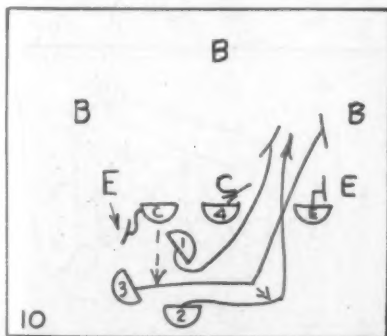
Diagram 3 is aimed at the strong side inside of the defensive end with the halfback carrying the ball. After the snap the center drops back and checks the charge of the weakside end. The middle man again blocks the defensive center. The end blocks the strongside end to the outside. The quarterback and tailback lead the play into the secondary. After clearing the line of scrimmage, the halfback may cut for the side line, swing to the weak side, or drive

straight ahead, depending upon the type of defense and its position relative to his blockers. Diagram 4 is a weakside end sweep by the tailback. The play starts like the center smash with both the halfback and tailback taking one step to the strong side before driving back. This play was effective when the weakside end was caught knifing or playing too close to the center. The halfback blocks the end to the inside, and the center and quarterback again lead the play into the secondary.

Diagram 5 is an end run to the strong side. The center, after handing the ball to the quarterback, again drops back and checks the charge of the weakside end. The middle man blocks the defensive center for a two count and moves down field for the secondary. The end, if meeting a 3-2-1 defense, goes after the defensive halfback on the strong side. Against a 3-1-2 he should take the line-backer and the quarterback should block the halfback. The success of this play will usually depend upon the ability of the tailback to handle the strongside end. This play was made more effective by using it in sequence with the pass play shown in Diagram 7.

Diagram 6 is a quarterback reverse to the weak side set up by the center smash (Diagram 2). It is a good play to use inside the offensive team's twenty-yard line with short yardage needed on second or third down as the defense may be anticipating a center smash. Backs 2 and 3 take one step to the strong side and cut back; the halfback drives the weakside end to the inside; the tailback takes the clear pass from the quarterback and drives forward as on the smash; the quarterback, after tossing the clear pass, waits for the tailback to go by and, taking a hand-off, runs around the weakside end. The blocking of the end, center and middle man are the same as for the smash.

(Continued on page 64)



# Single Wing Offense

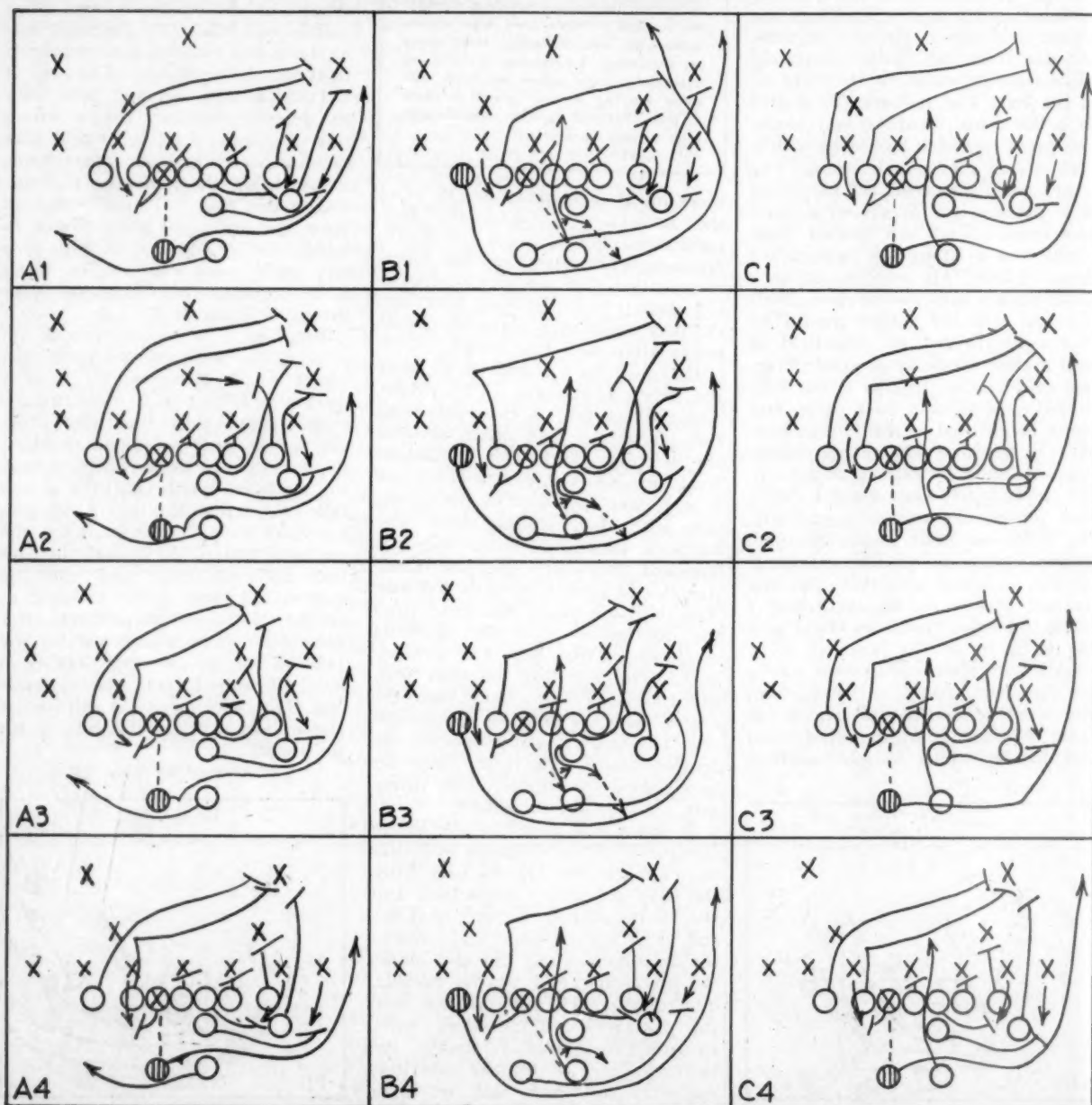
By NELSON W. NITCHMAN  
Football Coach, United States Coast Guard Academy

ILLUSTRATED WITH 58 DIAGRAMS

*Mr. Nitchman gave such an interesting lecture on the single wing at the Colby Coaching School last summer that we asked him to prepare an article for us.*

IN THIS discussion of the single wing offense I wish to emphasize the proper relationship of one play to another, show the identical nature of line assignments on different series and bring out the need of keeping assignments constant and as much the same as possible for usage against shifting defenses.

A strongside end run which was successful is shown in Diagram A and is called the 89b play (80 series, 9 hole, with the quarterback (b) taking the end). Note how the blockers get their man in the same identical



position against all four defenses shown.

The 80 series as well as the 10 series are good for drawing the defensive left end into a more suitable blocking position. The 19d end run was considered the best end run from the 10 series (10 series, 9 hole, left halfback (d) blocking the defensive left end). It is shown in Diagram B.

From the 40 and 30 series the b end runs in which the quarterback blocks the defensive left end, are also run. On the 49b sweep (Diagram C) the fullback may flank on the extreme right or left or may go

in motion to the right or left (preferably left). He generally fakes up the middle to help draw the left end

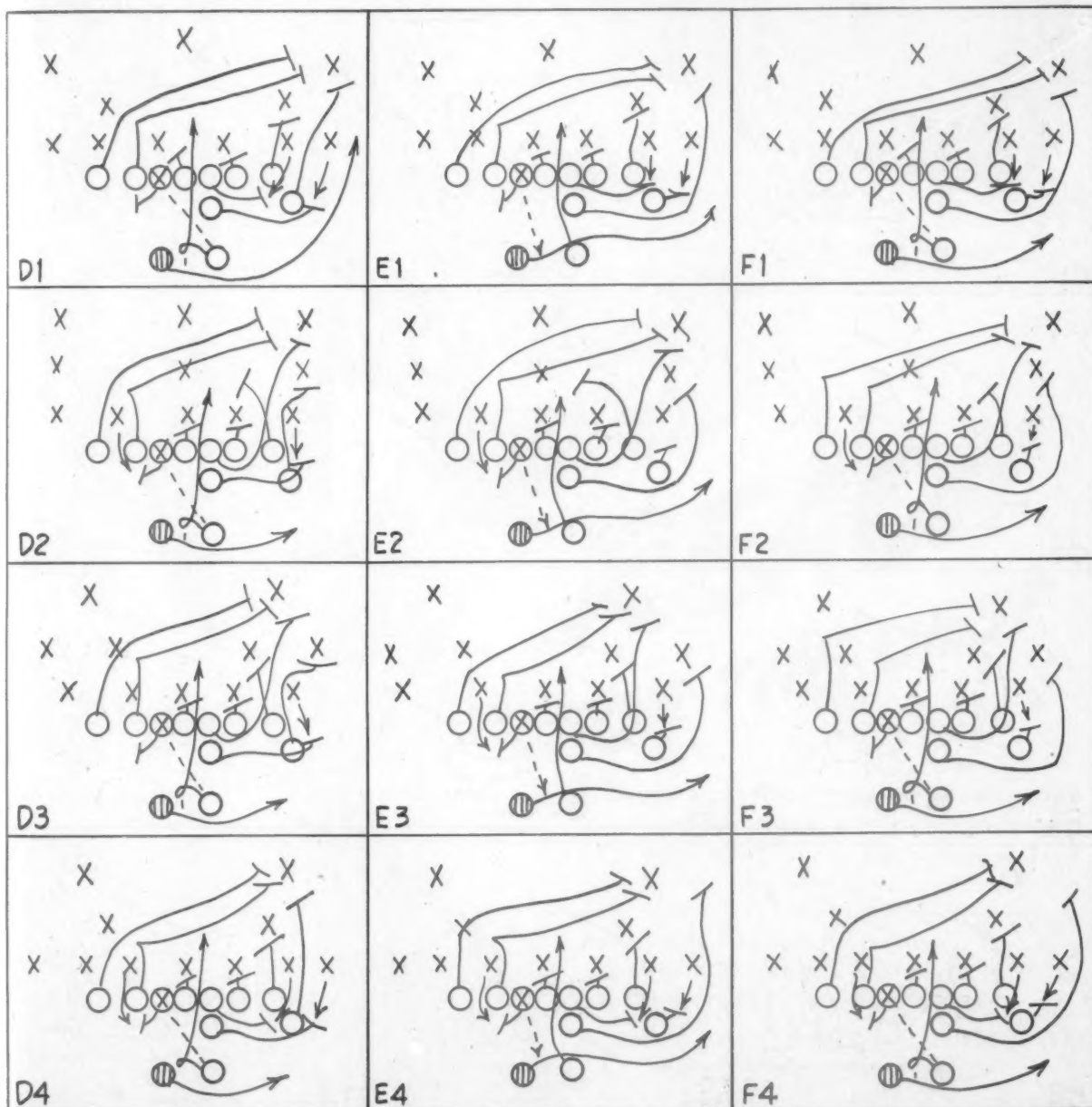
**NELSON NITCHMAN** graduated from Union College in New York in 1930 where he was a three-sport man in football, basketball and baseball. He coached football and basketball at Union for ten years. Going to Colby College in Maine, he coached the football team to its first state championship in 18 years. He entered the service in 1942.

in and keep the line-backers in position. This resembles his movement when blocking for the passer and fits

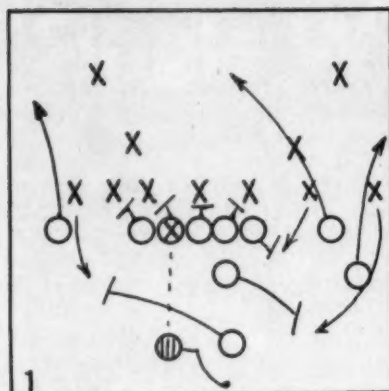
in well with that feature also.

All the end runs (in their respective series) may be used with the wingback (a) hooking the defensive left end (49a, 89a, 39a, 19a). These should hit on an early count and off and on from the upright stance. The end run is run only from the 40 series (Diagram E). With it the fullback blocks the defensive left end. The 49c play (Diagram G) works cooperatively with the end-run pass (Diagram H).

If the 49c play is stopped by the defensive fullback, the 59 pass (Diagram H) is thrown to the right end







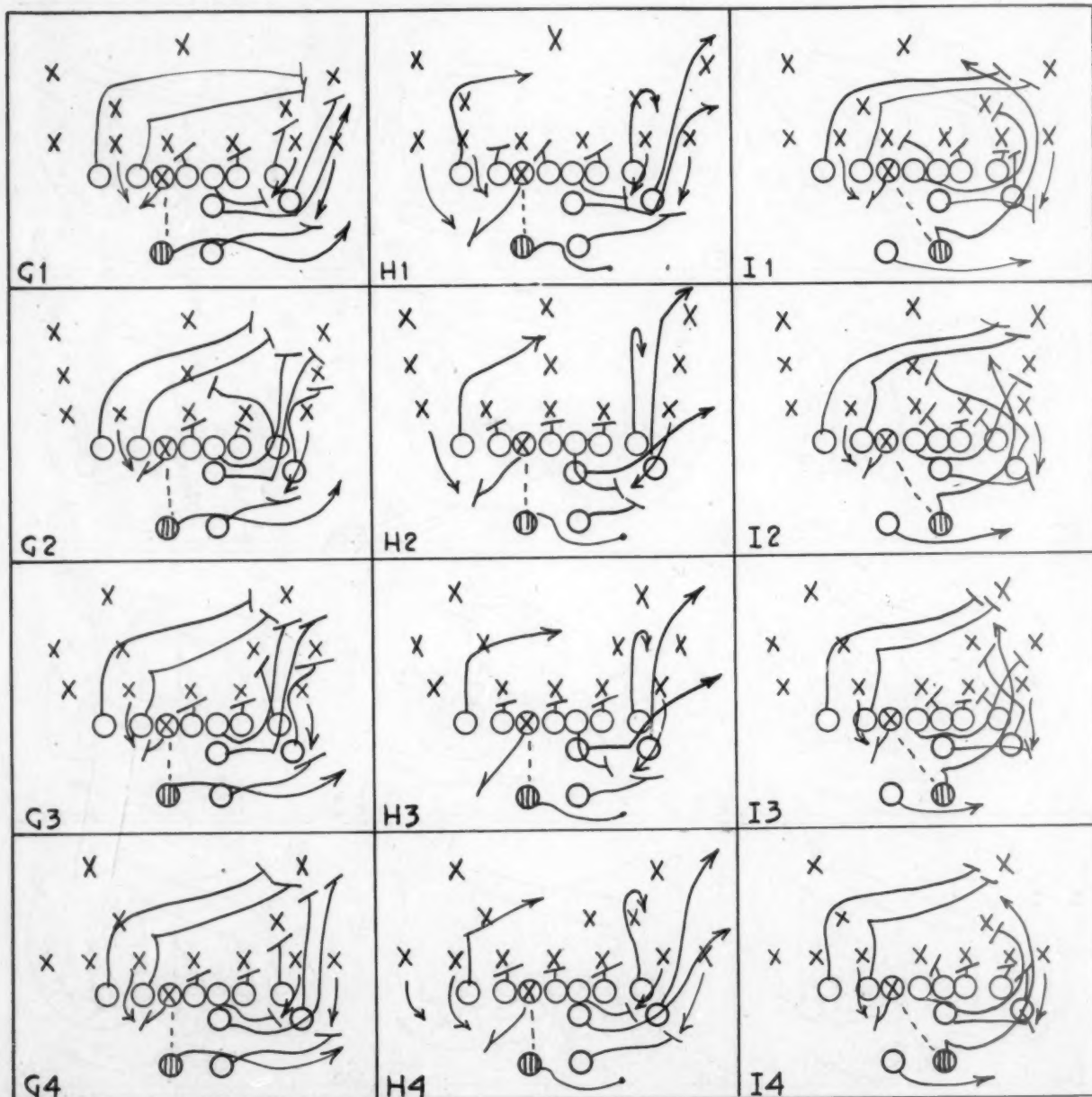
or quarterback. If the 49c play is stopped by the defensive left halfback the 59 pass is thrown to the right halfback. If either the defensive center or safety man is troublesome against the 49c play, the pass is thrown shallow or deep according to the position of the left end.

The off-tackle plays that go with the various series are shown in Diagrams I, J, K and L. They are run against an end who stops sweeps or tends to come in on a hooking angle.

The offensive line should be spread against a five-man line to weaken it. Wide plays will go better

if the defensive line remains fairly solid. The reason plays are drawn up against the 7-2 and 5-4 defenses is that rainy day and goal-line defenses of these constructions were particularly troublesome and should be drilled against repeatedly. Passes are thrown frequently against defenses which keep only two men deep and on such passes the ends or wingback line up wide to put added pressure on the deep defenders (Diagram 1).

Against the 5-4, solid blocking is used on an early count from an upright position on certain plays (Diagrams 2A and 2B). Linemen take the





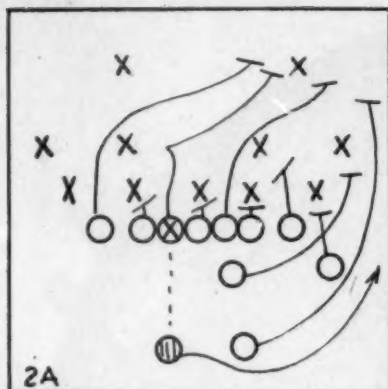


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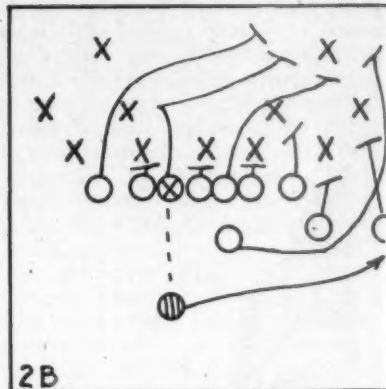
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MEMBER OF THE ATHLETIC INSTITUTE



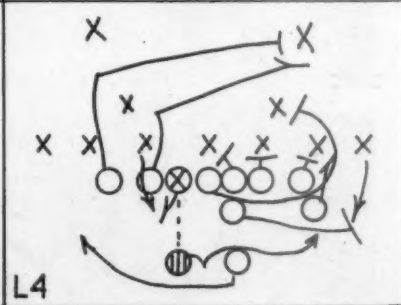
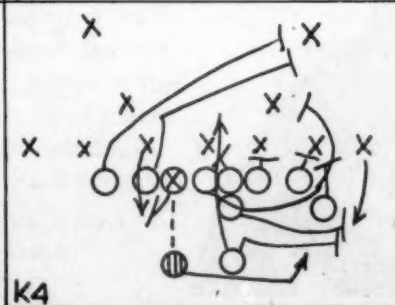
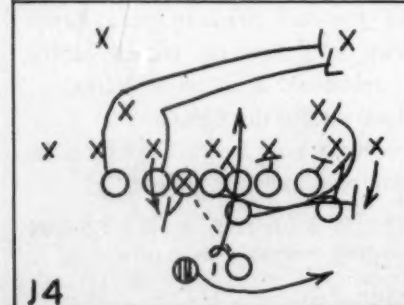
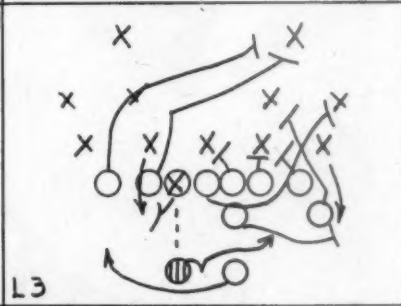
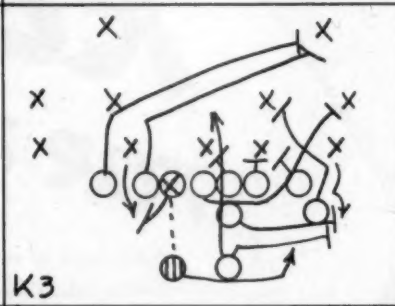
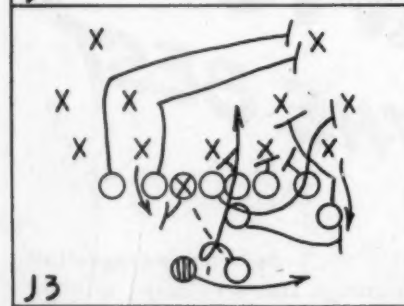
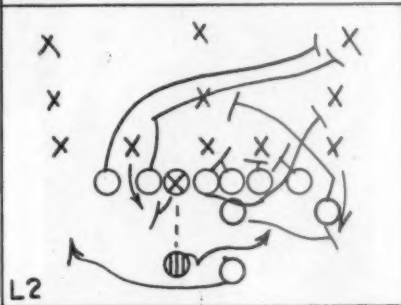
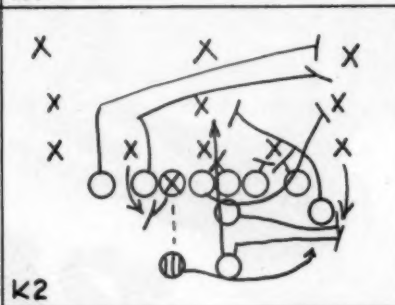
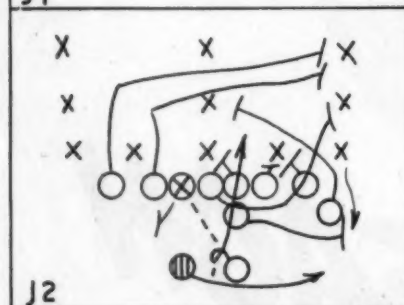
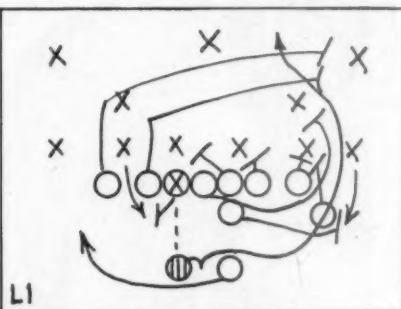
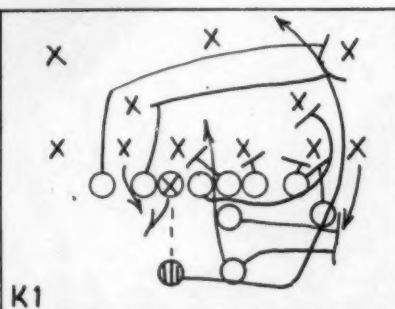
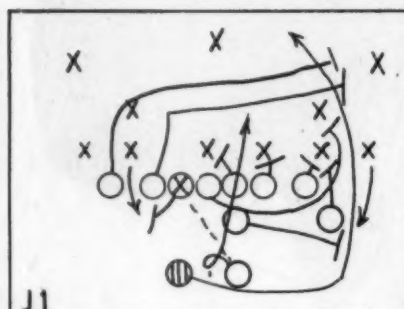
man dead ahead. If no one is dead ahead they get the closest line-backer or go downfield if the closest line-backer is not in position to check the play.

Traps should be co-ordinated with wedge plays to encourage or destroy aggressiveness, as the case may be. In all of these trap plays the right halfback must run shallow and the fullback must spin in close to the line.

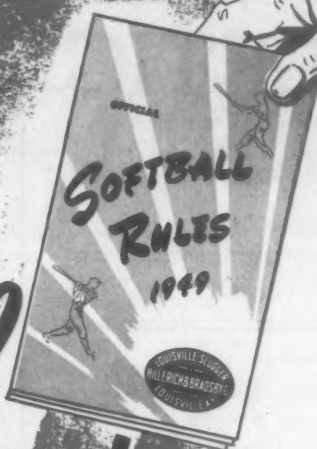
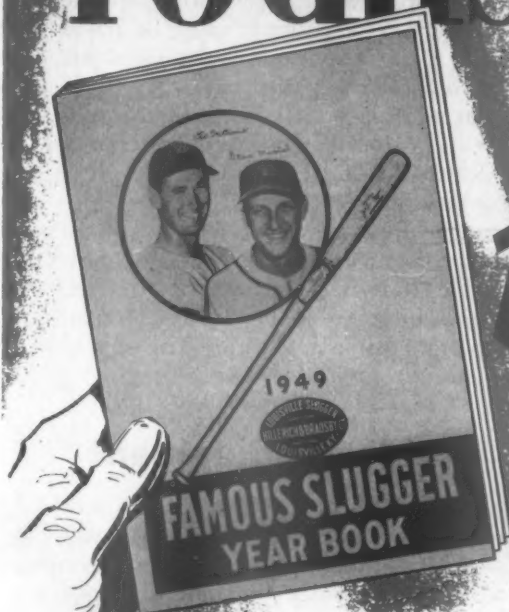
The shallow and deep reverses from the 30 and 80 series supply the necessary balance to the single wing attack shown in Diagrams 3-6. In



(Continued on page 54)



# YOURS



*for the Asking*

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# The ATHLETIC JOURNAL

Nation-Wide Amateur Athletics

Vol. XXIX MAY, 1949 No. 9

Published by  
THE ATHLETIC JOURNAL PUBLISHING CO.  
6858 Glenwood Avenue  
Chicago 26, Illinois

MAJOR JOHN L. GRIFFITH      JOHN L. GRIFFITH  
Founder                              Publisher

## Television

THE MOST important problem facing athletics is whether television will or will not hurt attendance. Only the most idealistic of our educators condemn the practice of charging admission to our amateur athletic contests. They suddenly change the subject when, in the place of admission, it is advocated that the cost of a modern athletic plant and program be taken from educational funds. To be realistic about the whole matter it must be agreed that attendance is vital to the well-being of athletics in general and our readers in particular.

Television may or may not have a disastrous effect on attendance. Only time will answer this. If the future shows that television does hurt attendance then all those interested in sports, whether it be at the high school or college level, should unite in their efforts to ban telecasts.

If it is proven that television affects attendance, the smaller college and high school has even more at stake than do the schools whose games are telecast. Baseball has experienced this problem. Last summer the telecasts of the major league games in New York City hurt the attendance for the New York and Jersey City teams to such a point that the matter is now before baseball's high command.

America's entertainment dollar is not as plentiful as it was immediately following the war, with the result that there may be a drop in attendance this coming fall. If there is a falling off in attendance all the blame should not be attached to television. This coming fall, however, television will be watched closely by collegiate and high school authorities.

If conditions indicate that a ban will be necessary it should be put into effect by the 1950 season. At the rapid rate which television sets are being produced it is imperative that the ban, if needed, be put into effect before television becomes a habit with the American people. Even then, some of the major state institutions may find public opinion strongly against any such ban.

Any ban, if it is to work, must be nation-wide. Obviously if a television chain signs an agreement with a major institution whereby it agrees to pay for all empty seats in the stadium and then televises the game locally hundreds of miles away to the detriment of other institutions' attendance, nothing but hard feelings will result.

It may be that television will prove to be the boon to attendance that radio was — the next year should tell. If it is clearly proven that television hurts attendance, we of the Athletic Journal stand ready to fight for a television ban of school and college athletic contests.

## Athletic Equipment

"There is hardly a thing in the world that some man cannot make a little worse and sell a little cheaper and those people who buy on price only are this man's lawful prey."

John Ruskin

WITH THE return of a more balanced economy there is a revival of bargain hunting. Schools will no longer be forced to accept anything in equipment in order to put a team on the field.

The post-war shortages were truthfully a headache, but they did serve one good cause in that they proved to many the fallacy of buying relatively poor merchandise.

America's coaches, on the whole, are acquainted with the truthfulness of the statement that "you get what your pay for" in regard to athletic equipment. They have learned this during their playing days and during their coaching years.

Last fall we conducted a survey in which it was determined that 70 per cent of the coaches interviewed order athletic equipment for their schools. Further questioning determined that 69 per cent of those who do not order the equipment nevertheless do recommend its purchase. In 9 per cent of the schools the coach neither buys nor has a voice in the purchase of equipment. A further check of this 9 per cent showed that the purchasing was done by a central purchasing office, as in a large city school system, or in a fewer number of cases, by county purchasing offices. There were some cases where the equipment was purchased on a bid sys-

(Continued on page 71)

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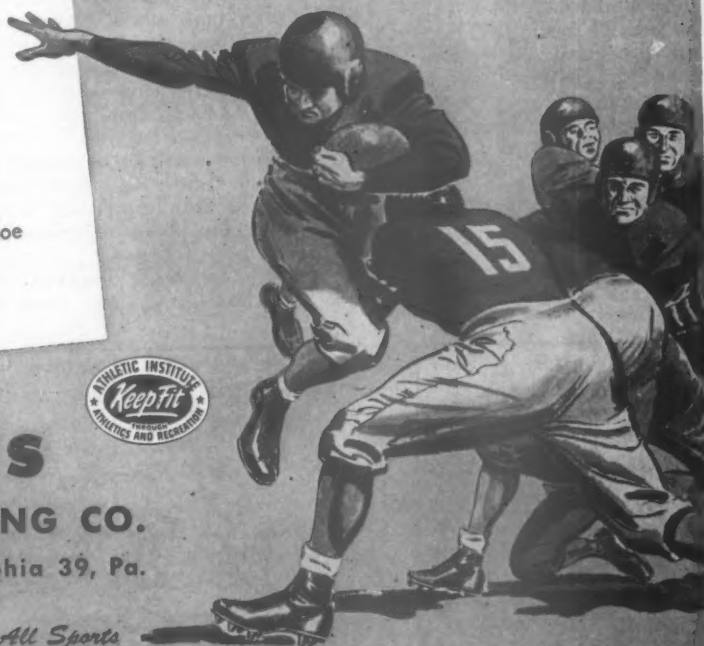
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# The T

## In Junior High School

By LARRY R. SALTIS

Junior Athletic Director, Stow, Ohio,  
Township Schools

**T**HE T FORMATION has been acclaimed far and wide since its revival a number of years ago. High schools, colleges and the professionals have had considerable success with the formation and gradually it is even coming to the junior high school level. We at Stow adopted the T upon my return from service in 1946 and we have had good success with it, winning thirteen and losing 3 games in two years.

Junior high school boys like to run from the T and as a rule will devote much extra time to perfect their blocking and especially their ball-handling, for they seem to realize how important these factors are. Running from the T makes them feel as if they are on a par with the "big boys" who use the system. These boys, of course, cannot use the intricate system of plays which make the university and professional play so interesting, but they must have plays which they can handle and which do not involve intricate ball-handling. The writer has seen potentially fine junior high school teams have a dismal season due to the fact that they were given plays which were too advanced for them.

At Stow, emphasis is placed on a few simple plays which are learned thoroughly. No intricate ball-handling is involved even though the boys think and say that they could handle plays of this kind. We were fortunate during the last two years to have a

couple of fast backs and a good fullback. Our plays were made to take advantage of the ability of these boys. The fullback was an exceptionally good blocker for a junior high school player and it was his blocking that made our end runs work. It was also his plunging that gained yardage when the defense was spread to stop the end runs. A passer of average ability plus fine pass-catching ends gave us an additional threat and also rounded out our offense.

**L**ARRY SALTIS has had notable success with his junior high teams. Since the war the football and basketball teams have won 47, lost 7. Last year the football team was undefeated and untied and extended their unbeaten record to 15 games.

The question is often asked: Should junior high school players be taught a shift from the T to the single wing? By all means a few shift plays should be used for the boys like to shift and it is amazing how soon they grasp the shift movement. A few of these shift plays will be explained and diagrammed later on. From our experience at Stow, not more than six of these plays should be given to junior high school boys.

The following diagrams will show just how simple our plays are: any

team will find them satisfactory if they get good blocking.

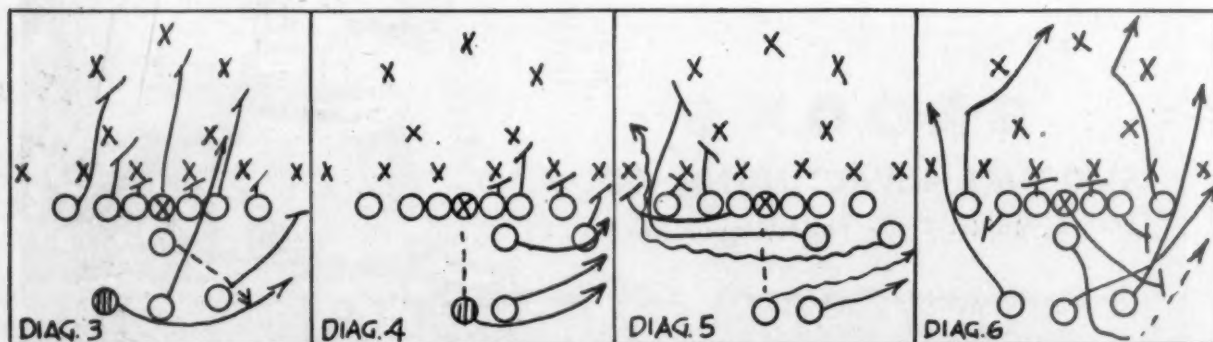
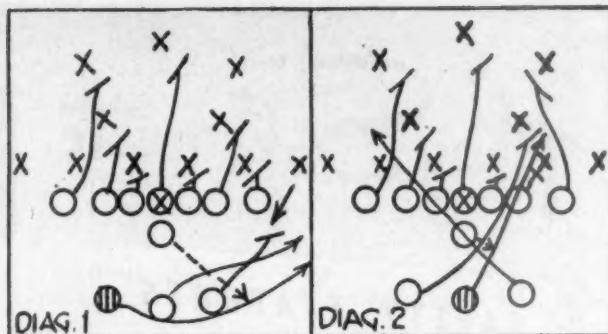
Diagram 1 is a play in which we took advantage of the fast backs we had. The ball is snapped very quickly. Perhaps I should explain our snapping signals. Once the team is in offensive position the quarterback yells "Signals", the whole team starts with the word "Hike" and they start counting. In Diagram 1 the ball is snapped on "Hike".

Of course, the defensive end is the most dangerous man and we generally run a few plays over tackle to draw him in. He is the halfback's responsibility and usually a shoulder block will enable the ball-carrier to get into the secondary where the fullback comes into his own as a blocker. The same play is also run to the left side.

Diagram 2 is a play in which the fullback's plunging comes into play. One of the halfbacks is used as a decoy while the other leads the fullback through the hole. The fullback himself is used as a decoy on a variation of this play as shown in Diagram 3. In this play the quarterback fakes a hand-off to the fullback and laterals to one of the halfbacks. These plays work very well, especially if the fullback has made a few sizable gains on the plays diagrammed in Diagram 2. An alternate play, of course, goes to the opposite side.

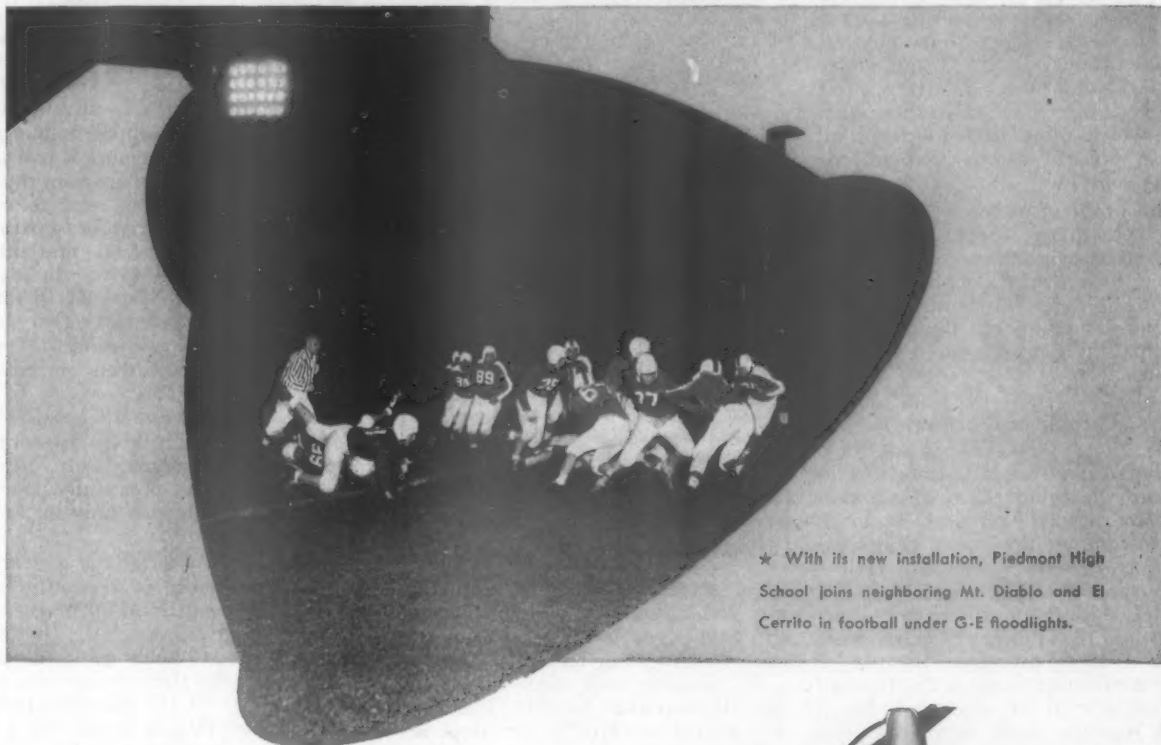
The plays shown in Diagrams 4

(Continued on page 60)





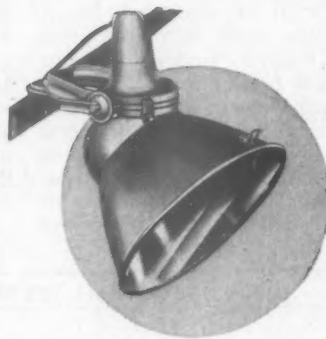
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GENERAL  ELECTRIC

# Emotion in Athletics

By WARREN R. JOHNSON  
Teaching Fellow, Boston University

**W**HILE A GREAT many research projects have been conducted for the purpose of exploring physiological changes induced by physical exercise of various kinds and under various conditions, relatively few have been directed towards those emotions which, most coaches agree, commonly precede competitive athletic sports contests.

The problem of course was to devise a physiological test which, while not too cumbersome, could be expected to provide a certain insight into the physical mechanisms of the emotions of athletes in the process of anticipating approaching competitive action.

## Purpose of the Study

The purpose of the study was to explore the relationship of emotion and competitive physical activities and to compare pre-contest emotional reactions of participants in a violent team sport (football) with those of participants in a combative sport (wrestling). These two sports were selected for comparison because of their contrasting natures; i.e., football is a team sport in which individuals work together, assist each other, rest occasionally, receive instructions from a designated person for every play, share in achievement and in failure, etc., on the other hand, wrestling is a combative sport in which the contestant stands entirely alone, must rely on his own wits, his own planning of offense and defense, and his own en-

durance and strength of success. In winning or losing the wrestler stands nakedly alone on his accomplishment or failure.

## Procedure

The test administered consisted of two principal phases. (1) Contestants were observed as to their emotional reactions and were questioned verbally as to their sports backgrounds, attitudes towards competition, the intensity of their anticipation of a coming contest, and how whatever emo-

**W**ARREN R. JOHNSON took his masters at the University of Denver and is now working on his doctors degree at Boston University. He became interested in the study of emotions in athletic contests while at the University of Denver and conducted his research for this article there.

al reaction. It consisted in securing: a. Heart rate, b. blood pressure, c. blood sugar.

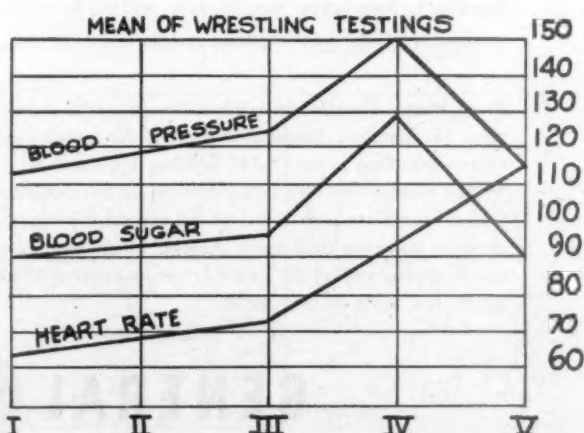
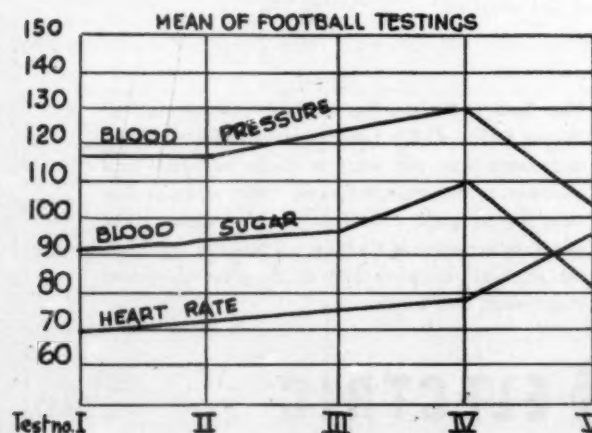
A series of five tests was given to the group selected in connection with each contest (see chart). Test I was given four to six days in advance of the contest. It was supposed that at this time little or no emotion had as yet been aroused in anticipation; thus, this particular test was used to establish a sort of normal or starting point for the individual and the group. Test II was given the day before the contest. Test III a few hours before the contest. Test IV immediately before the contest, Test V approximately fifteen minutes after the contest.

**Anticipation of football games.** As measured, football players appeared to experience comparatively little emotional build-up preceding games. Appreciable rise is seen only in Test IV (pre-game).

**Anticipation of wrestling matches.** As measured, wrestlers demonstrated marked emotional build-up in anticipation of wrestling matches. (Before the Conference Championship matches, for example, the average rise of blood pressure of the wrestlers from Test I to Test IV was 50 mm hg. Before the most crucial football game of the season, from Test I to Test IV a rise of only 13 mm hg was recorded for the football group.)

The post-contest findings for both football and wrestling were characterized by decline in blood pressure and

(Continued on page 59)





FRANK LEAHY



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# Scouting In Football

By GEORGE H. ALLEN

Football Coach, Morningside College, Sioux City, Iowa

*The material in this article is taken from an extensive study of scouting made by the author in partial fulfillment of the requirements for his master's degree.*

*In the first part of the study the attitudes of the prominent coaches toward the importance of scouting are reported. Seventy-two per cent of the coaches selected for this study scout extensively and place great emphasis upon it. Eleven per cent attached considerable emphasis to scouting, 4 per cent moderate emphasis, and 9 per cent little emphasis. The coaches in the mid-West placed the greatest emphasis on scouting, 84 per cent using it extensively. Coaches in the South had the lowest with 64 per cent.*

**M**ANY COACHES keep complete files of scouting data from reports of previous years. Wallace Wade of Duke University supplements such information with verbal reports of scouts for the current year; then he and his staff analyze all material secured about each team Duke will play on its schedule. Only two coaches in this study, Allyn McKeen, former coach at Mississippi State and Fritz Crisler, former coach at Michigan, did not have their scouts fill out any forms and charts.

The coaching staff at Columbia University presents each player with a digested copy of the scouting report every Monday morning. Coach Wallace Butts at the University of Georgia stresses four items concerning his opponents: (1) the team's best pass-receiver, (2) what plays are used in a clutch, (3) which back is counted on for short yardage, and (4) what plays the climax runner likes to run.

Matty Bell of Southern Methodist stated: "From scouting reports I hope to learn, in the main, how to make yardage and score against the opposition, and also the best plan for team defense to slow them down."

It is important to note that all the coaches considered scouting to be an integral part of football. Dana X. Bible and Matty Bell both believe that the scout's report is a major factor in all games won when the teams are evenly matched. Wallace Butts of the University of Georgia

wrote: "I think that every ball game is more or less won by the scouting report turned in by a competent man. We at Georgia think that scouting is just as much a part of football as the actual work on the field."

The proper use of scouting reports are what determine their true value. No matter how complete the scout's report may be, it is the responsibility of the head coach, with assistance from the scouts, to apply this information and use only that which is of value to his team.

## Theories of Scouting

It was considered highly desirable to present an analysis of the theories of scouting. Coach Howie Odell, now at the University of Washington uses scouting information only to the extent that it can be absorbed by the team. The coaching staff tries to decide from the information available what the four or five most important plays are that must be stopped, and proceeds to familiarize the team with them.

Bernie Bierman of Minnesota tries to have as much background information as possible collected over a period of years. Coaches at the University of Michigan believe each player has the right to know as much as he can about the man he is going to oppose. Michigan's scouts are also allowed much freedom in presenting their ideas and suggestions in preparing for the coming contest.

## Techniques of Scouting

Some scouts bring back voluminous reports; others do not take a note. Some authorities feel that watching individuals is the most important part of scouting. They watch for characteristics of punting and passing and try to get as much information about

those particular phases as they can.

One method in scouting is to use a chart for each quarter of the game and take notes alongside of each down. This sort of scouting is valuable if statistics are wanted. If there are two men along, one can do the charting while the other puts down a sort of code system which describes each play which the chart shows. This code would consist of putting down: (1) the number of the down; (2) the number of the man who carried the ball; (3) the number of the man through whom the play was made; (4) what kind of play it was; (5) a gain or loss in yards; and (6) the number of the player making the tackle. Too much detail and too many statistics do not prove anything in particular.

The system preferred and used by many coaches is that of taking free-hand notes with diagrams, which can be written down quickly whenever play is stopped. There must be no writing while play is in progress. While play is in progress the scout's eyes must be focused on the things for which he is looking. He must do his writing between halves, after the game, or while time out is taken.

An effective technique employed by many scouts is to post clippings and pictures of opponents on the bulletin board as well as diagrams of offensive formations and scout's own comments as to characteristics, style of play, and merits of individual players. Some coaches prepare a mimeographed digest of the scouting report for the players, listing strong plays, personnel, and the scout's general deductions.

## Learning the Pass Defense

One of the important duties of all scouts is to learn the opponent's pass defense. The opponents may use all types of pass defense, but to determine which one they are really sold on is the problem. He must also find out if they are predominantly a rushing team or a covering team. Three general methods will help the scout to learn the type of pass covering used; (1) by concentrating on one or two defenders at a time and noting their reactions; (2) by watching the receivers and noting who covers them; and (3) by using a combination of (1) and (2).

**G**EOURGE H. ALLEN played varsity football at Marquette University and Alma College. He coached three championship teams at Farragut, Idaho when in the Navy. He served as an assistant football coach at the University of Michigan before going to his present post at Morningside.



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It is advisable to have the same scout cover the same team year after year. He then becomes thoroughly familiar with its personnel, system, and habits. His task is simplified, for he will be looking only for variations from last year's plays and methods.

Some coaches, Lou Little of Columbia for example, employ the self-scouting system. Little places a man in the stands who watches only Columbia and then turns in a written report on how the men are operating on the plays. In other words, he scouts only his own team. Generally speaking, the chief value of this particular type of scouting is in knowing what one's own team has done, what defenses and plays it has used, and what the enemy scout's have seen so that the coach can prepare for the next game.

A technique employed by Henry Frnka, at Tulane University, is to keep the individual who scouted the team at home the day Tulane plays that team. This scout is one of the three coaches on the "phone" at the top of the stadium. He immediately checks the team Tulane is playing to see what changes have been made from there.

#### Scouting Techniques at Michigan

A few effective techniques employed at the University of Michigan were considered worthy of mention. Early in September scouting assignments are given to the assistant coaches. An effort is made to have the same scouts observe the same teams each year. In this way new wrinkles or points are more easily perceptible. Usually three or four coaches are sent out each Saturday on scouting missions. Conference restrictions allow only one man to cover the team in three games, unless both teams are future opponents in which case two men are permitted.

Before the game the scout does the following: (1) studies movies of previous games; these pictures mean much, and tell the scout what to look for; (2) studies previous scouting reports for defenses used, etc.; (3) scans out-of-town papers for information on the team; and (4) learns the numbers of the players.

In recent years much stress has been placed on self-scouting. This recent trend is profitable because one's opponent is being scouted at the time of the game as well as one's own team. The University of Michigan has advanced this method of scouting so that its importance has become increasingly valuable. Coach Bennie Ooster-

baan is stationed in a special booth above the press box high on the 50-yard line, which is equipped with phones to the bench. He not only watches Michigan but the opposition as well, and then turns in a report on how the men are operating.

The methods and techniques employed by the University of Michigan are chiefly those of recommending plays for the quarterbacks to use. These are not orders, but rather suggestions on what holes to hit and what passes might be successful. The coaching staff at Michigan believes that if they followed the plan of directing the team almost play by play, as some coaches do, that they would be taking freedom and independence from the quarterback. He then would be continually relying on information from the coaches. Perhaps in a tight situation he would be dependent on this too much and might not use good judgment. Coach Oosterbaan believes that this system would take something from the whole team. If the game were lost, the head coach would be mainly responsible. He feels the game should belong to the boys and that the coaches are present only to assist them. This method of observation is scouting in its most highly-developed form.

In the future perhaps more head coaches will direct their teams from a selected viewpoint, preferably high on the 50-yard line. Directions can be phoned down to an assistant coach on the bench. From this vantage point the coach can direct play better than from the bench. The Rose Bowl, for example, has two booths, one in the end zone and one in the press box, both arranged with phones so that conversation may be carried on with the coaches on the field.

#### The Use of Motion Pictures

One more technique that should not be overlooked is the use of the camera. The percentage of colleges scouting opponents by camera is relatively small. On the other hand, practically all the major colleges take pictures of their own games for the purpose of scouting themselves. The efficient scout has no need for motion pictures. Many conferences have rulings which prohibit the use of movies for scouting purposes. Few institutions have athletic budgets which will allow this technique of scouting.

Movies are certainly one coaching device that is used by practically all the larger universities and colleges. The results of motion pictures in football are as follows:

1. Progress is faster and better when

the slow-motion pictures are used. Not only one's own team but the opposition's may be studied, thus providing a permanent scouting report. It is the idea of leading coaches that boys are apt to learn much quicker when they are shown by pictures just what mistakes they are making.

2. Athletes can more readily copy good form shown on the screen than they can from verbal descriptions.

3. Athletes can more readily change their style when they are allowed to see themselves performing their duties as members of the team.

4. In using the motion picture the coach can give instruction to a much larger group of boys and still be as effective as he would like to be.

5. When the athlete is allowed to see himself and his team in action his interest is aroused more by picture than from the descriptions given by the coach.

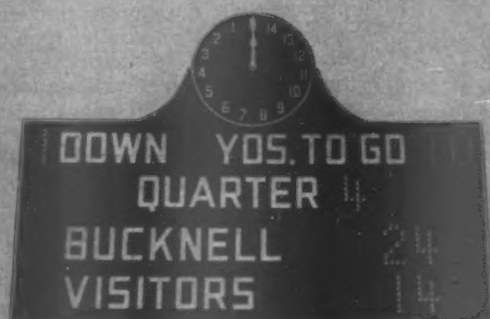
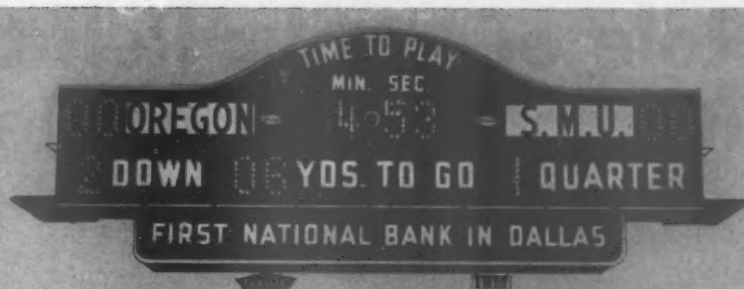
The amount of time that a coach will spend with motion pictures as a scouting device after the season is completed will certainly be determined by the individual coach. The University of Michigan coaching staff uses movies extensively and spends many hours analyzing them during the off-season. Each play of the opposition is given a number corresponding to the Michigan offense. The down, yardage, the defense employed, the assignment of every man, his position on the field, and who makes the tackle are noted. A similar technique is used in analyzing each Michigan play.

Most coaches who favor this method of coaching and scouting use it every chance they can as it is thought to be one of the most successful methods in helping to build better teams.

#### Requirements of the Scout

Scouting, like any other profession, requires proper training if coaches are to get the full value from this essential phase of football. No member of the coaching staff should be selected with more painstaking care than the scout. The development of football in the past few years throughout the United States places even more emphasis on the importance of the scout, his obligations to the head coach, and to each and every player on the squad. Men of exceptional character, intelligence, sportsmanship, and who possess a comprehensive knowledge of football will materially aid both scouting and football. It is to be hoped that such a high type of leadership will be available for the future direction of football as a school sport.





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# The Role of Public Relations In Intercollegiate Athletics

By HORACE RENEGAR

Director of Public Relations, Tulane University

A BRIEF SURVEY of seven of the metropolitan dailies in California was made a few months ago by Dr. George Pettitt, assistant to the president of the University of California. His findings are interesting, if not entirely consoling.

He discovered, for one thing, that from the standpoint of the California press at least, public relations is in a position comparable to that of a sharecropper who, taken seriously ill, had called in a preacher for a belated baptism. The preacher asked him: "Do you herewith and to wit renounce the Devil and all his works?" Whereupon the worried sinner, wracked by pain and fear of the future, looked up and said in a hoarse whisper: "Now looky here, Parson, this ain't no time to be making enemies of nobody."

Dr. Pettitt asked the editors if they recognized a need for public relations as a profession, if they had a clear concept of what it is or should be, and what connotations the term public relations actually holds for them. Four of the seven replies indicated the writers look upon public relations as a high sounding title for a person hired by an organization to solicit free newspaper space or radio time for favorable statements about their employers, on the one hand, and to conceal or distort unfavorable facts, on the other.

Another editor grants that if an institution sets up a public relations department for the purpose of informing in an objective way, this endeavor is performing a useful function. However, he continues "too often we find press agents changing into sup-press agents". One of the replies which showed a reasonable conception of the field of service included under the term *public relations* was that of Paul C. Smith, editor and general manager of the San Francisco Chronicle. He said: "Public relations is, in my judgment, a badly abused term, and should not be confused with press agency or with special pleading (for a fee) of pressure group causes. The preten-

sions of so-called public relations experts to professional status in contemporary society are justifiable only in direct relation to the quality of the men and minds concerned. In my humble judgment there most definitely is a future for a new public relations profession, but the field at the present time is exceptionally dry of professional calibre. Public relations as a profession should be more concerned with the social merit of the understandings it seeks to communicate, and less concerned with the superficialities of mere public acceptance."

The Role of Public Relations in Intercollegiate Athletics? I have not been too far from this subject so far, if I am correct in the assumption that we should take into consideration the esteem, or lack of it, evidenced in one of our most important areas of operation, or better said, areas of co-operation — the press.

## The Primary Aim of An Educational Institution

I shall briefly attempt to delineate my concept of several points of a particular phase of a public relations program in education. It seems essential that we should indulge in frequent periods of cogitation with a view to understanding and appreciating the over-all institutional pattern in which we work. If we do not do this we should not call ourselves public relations people. We must recognize that while intercollegiate athletics hold a vital and exciting place in our nation, they do function under the banner of our individual educational institutions. The primary aim of a college or university, of course, is to carry on a program of teaching and research. It is not to

be suggested that education is merely a grim business and that sports do not have an important place, but we must be objective and honest enough to recognize that they are an institutional auxiliary. It is trite but true to say that sports have become a dynamic part of our way of life, and that colleges and universities in fostering them have wittingly or unwittingly become engaged in the professional entertainment field because of the emphasis placed by alumni and others on winning teams, which in turn has caused budget officers to accent gate receipts.

If we do not possess an over-all conception of our institution's educational aims; if we do not have a sense of balance compatible to the educational program, then we are actively building an athletic Frankenstein that educators and the thinking public will eventually recognize as an evil force and root out. There are straws in the wind today which should be observed. It is becoming increasingly evident that university presidents are questioning post-season games and commercially sponsored tournaments as being over-exploitation of college athletics. Educators are asking themselves if many of our institutions have not become "football colleges" instead of places where college football is played.

The men who are engaged in their institution's athletic programs have a broad duty and responsibility to education which should not be overshadowed by narrow departmental interests. I should like to present a practical outline of some of the points of a public relations program.

## Program Directed By One Person

First, it seems essential that in any institution, corporation or enterprise, public relations should be co-ordinated under the direction of one person who is, of course, responsible to the president. This is necessary if we are to have complete co-operation among all of the administrative officers and is a prerequisite in any team effort for public relations.

**H**ORACE RENEGAR has served as director of public relations at Tulane for many years. He is recognized as an authority on public relations in intercollegiate athletics.

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I think Max Hannum, president of the American College Public Relations Association, speaking in December, 1948, at the District V meeting of the association, summed this up effectively when he said:

"I shall tackle a touchy subject from a personal viewpoint committing the association to no action nor to any recommendations. I believe control of the entire public relations program should be in the public relations office. There are many institutions where the persons responsible for athletic publicity by-pass the public relations office and report to the athletic director or the football coach, or to some other athletic official. I believe that this is basically wrong, and I speak as one who started in college work as a sports publicist responsible to the Athletic Association. At the behest of football coaches who wanted their teams to appear to be small, smart and well-coached, I have inserted in football programs weights that did not exactly agree with the scales. I have even been persuaded to release stories telling about a star halfback's injured left arm when all the time it was his right knee that was injured. I am not speaking as one who does not understand the peculiar problems of football coaches and other coaches as I have coached for some fourteen years myself.

"I believe most of you will agree that a considerable number of public relations crises stem from the athletic departments. If athletics are to be a fringe activity of our colleges, to be tolerated but not fully accepted, perhaps it would be best for the program, including the public relations, to be autonomous. I also believe that modern competitive inter-collegiate athletics, have a rightful place in the educational picture, with all the rights, privileges and responsibilities appertaining thereto. This includes a willingness to understand and be a part of the institution's public relations picture. Some of us have a selling job to do here but it is an important one."

#### **All Should Understand the Program**

In the second place our public relations pattern in athletics should follow the same basic principles that it follows in every other truly public relations endeavor. This would mean first that an understanding and consciousness of institutional public relations must be acquired by our associates; namely, the athletic directors, coaches, secretaries and all of

our departmental members. As a working example of how it can be done, I suggest that all members of the athletic staff be sent copies of all institutional general printed material so they may be informed as to what others on the campus are saying, thinking and evaluating as important in the educational process of the college. They should each receive a copy of the president's annual report, the annual reports of the deans, the alumni magazine, the student newspaper, copies of the president's addresses when they are available in reprint form, a copy of the annual financial report of the institution, et cetera. To appreciate and understand, one must be informed. To be a part of a family one must enjoy access to the family library and living room.

The public relations department should have the confidence of its associates. It should exercise a sincere counseling privilege in which it receives advice as well as gives it. It should discourage heated or ill-thought out statements by other athletic officials that hurt individuals and reflect unfavorably upon the institution. It should be sympathetic to the problems of the coach. The pressures that are on him are burdensome and often unfair. The public relations department should try to remember that it is difficult for him to be objective because the very nature of his work creates a highly subjective atmosphere and his problems often involve his professional reputation. He should be defended so long as he is a man of character. The public relations department should demonstrate a loyalty to him that it expects in return. That is easy to do in time of success but not so easy when the team is losing. It must be tolerant and tactful and possess a sense of fairness that transcends an enthusiasm for victory. This same test is one which must be applied to educational institutions. The administrators must also be men of perspective and stability who will protect the losing coach so long as he is a man of character who fits into the university family.

#### **The Role of Press and Radio**

Thirdly, the most important public area of communication is the press and radio. The writers and commentators should understand that the public relations department is managing a sports news office with the same responsibility to them that it has to its own institutions, and so

long as they accept it as their spokesman for the colleges the public relations department will feel a responsibility to them as keenly as though it were paid members of their staffs. In operating a news office, the responsibility is merely to interpret the news accurately and faithfully. If that cannot be done, the institution should set its own house in order. That, too, is a major function of public relations. There is no place for whitewash; if things are not what they should be, no program of public relations will fully succeed.

The fourth point is that the public relations man should be like a firehorse, the first to smell the smoke and to get to the scene of interpretive or reportorial action. Generally speaking, there are two sides to every point of misunderstanding or controversy. If these points can be clarified in advance and not after the trouble is underway, the public relations man will have proved his worth.

In the fifth place the athletic program and its policies should be understood thoroughly by the administrative officers of the university, the deans, the alumni executive committee and the student council. It is just as essential that they understand its problems, functions and policies as it is that the athletic staff know about the general administration program. This can be done by having regular reports submitted by the athletic director (or for him and with his approval by the public relations man). The public relations department should not wait until trouble appears to inform the rest of the university family; it should maintain that liaison constantly.

In the sixth place the public relations man should work closely with the editor of the alumni magazine and the student newspaper. Paradoxically, I believe we should try to reduce the amount of space devoted to intercollegiate athletics in each of those publications. They are the two principal mediums for informing two vital publics on both the educational level and the personal relationship basis of activities of our university families. Instead of seeking a disproportionate amount of space in them, I would urge them to include analytical, interpretive and basic material about the program, remembering that the games of importance already have been adequately reported in the daily press and through press associations. The newsworthy type of departmental treatment will get a better reading audience than a lot of wordy rehash about a month-old game.



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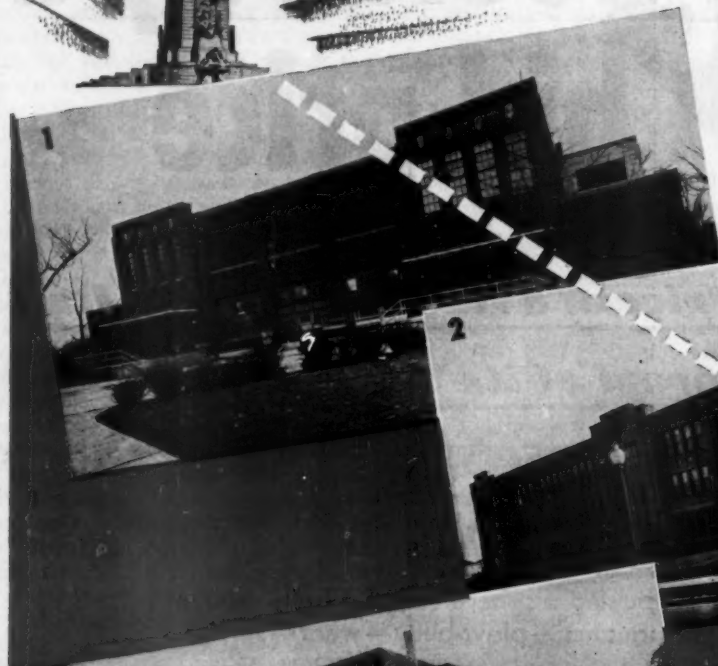
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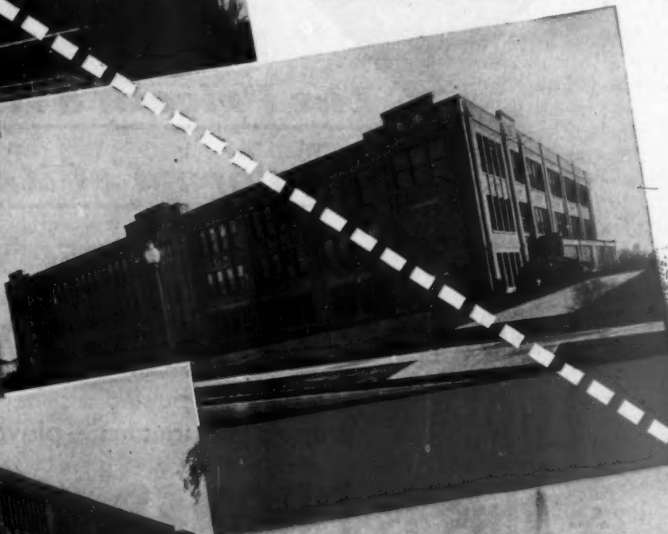
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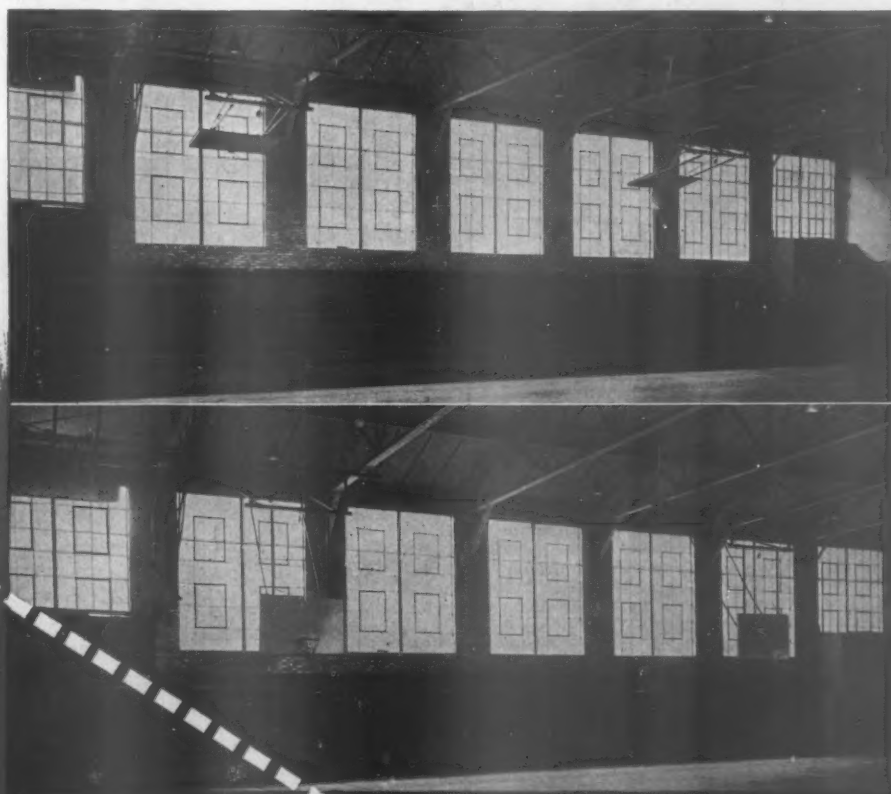
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# THE NATIONAL COLLEGIATE 1949

## Basketball Finals

by John B. Friel

WASHINGTON STATE COLLEGE

**T**HE 1949 NCAA basketball finals at the University of Washington Pavilion in Seattle created tremendous interest in the Northwest. The 12,500 capacity of the pavilion was taxed to the limit, with additional thousands clamoring for tickets. It was a rare opportunity for fans of the Northwest to see such name teams as Kentucky, Oklahoma A & M and Illinois, as well as their own Oregon State, and they responded with tremendous enthusiasm.

The semifinal, pitting Oregon State and Illinois against each other for third place turned out to be a splendid contest. The Oregon State Beavers started fast and built up an early lead which was overcome by the Illini midway in the half. Illinois continued

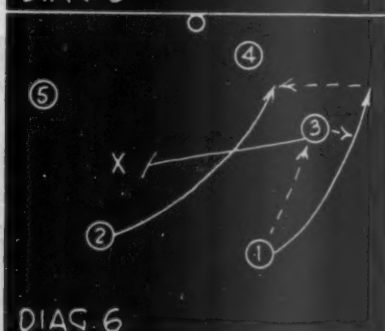
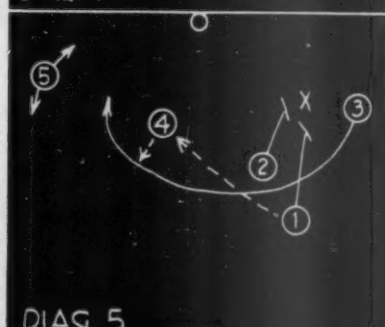
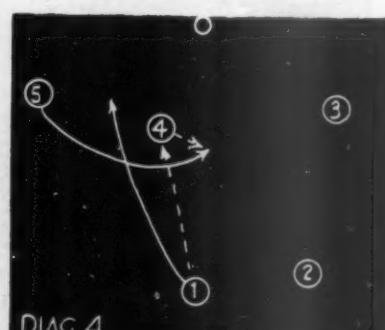
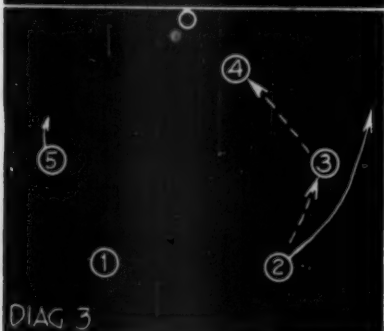
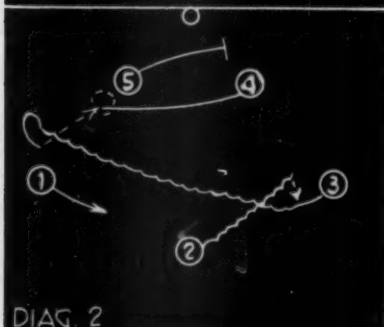
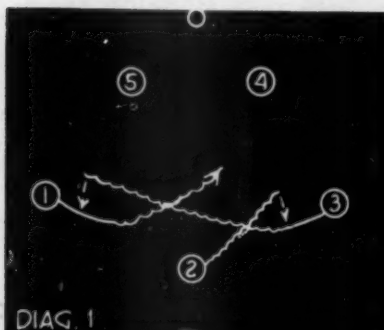
its spurt and held a 28-19 half-time lead. Oregon State pulled up fast during the second half and from the ten-minute mark on, the game was anybody's affair, with the Beavers leading several times late in the game. A late scoring spurt clinched the victory for Illinois, 57-53.

Oregon State used a fast-breaking offense and a wide three-man weave with a double post. During the first half they were able to drive down the

(Continued on page 56)

**J**OHAN B. FRIEL began his coaching at Colville, Washington, High School and at North Central High School in Spokane after graduating from Washington State. In his twenty years as coach at Washington State his teams have been below the .500 mark only four times. In 1941 his team won the Western N.C.A.A. championship. An article by Mr. Friel on "Variations of the Zone Defense" appeared in the January issue.

Diagram 1. 02 dribbles to right and passes back to 03. 03 dribbles to left and passes to 01. 01 starts fast and drives down middle. Diagram 2. 02 dribbles to right and passes to 03. 03 dribbles toward 01 and continues dribble toward corner. 03 stops—pivots and passes to 04 in post. 04 hooks. 05 has screened for 04. Diagram 3. 02 passes to 03 on side. 03 fakes to 02, turns and passes to 04 who maneuvers for shot. Diagram 4. 01 passes to 04 and cuts to outside. 05 crosses back of 01 and receives pass from 04. Diagram 5. 02 has passed to 01 and taken position shown. 01 passes to 04 who comes out to receive. 01 and 02 move away from ball and screen for 03. 03 swings around and receives ball from 04. Diagram 6. 01 passes to 03, but to outside and receives return passes. 03 crosses to screen for 02 after passing back to 01. 01 passes to 02 who drives or sets. Diagram 7. 01 passes to 03 and starts to follow pass. 03 drives immediately across floor for shot.



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# Pre-Season Organization for High School Football

By ARCH STEEL

Football Coach, Lincoln Park, Michigan, High School

UNDEFEATED football teams grace the sport pages each fall along with various "Coach of the Year" awards, but with all the champion teams and their coaches, there has never been an "undefeated" football coach. Graduation comes to all football stars and the coach must continually build for the future. This brings to mind pre-season and early fall organization of the material at hand for the high school coach.

Sometime in August (the earlier the better) the football coach should have well-conceived plans for the approaching campaign. These plans should be based on the following considerations:

(1) The coach should have before him the screened material report of the freshman and junior varsity squads, evaluated and made out by the respective coaches. This and the knowledge of his returning candidates should give him a complete report on the ability of his squad.

(2) The coach should have an offense in mind which includes formations and sequences of plays based on the capabilities and possibilities of the material at hand.

(3) The coach should plan and organize his practice sessions from day to day. Breaking the practice session down to a time schedule permits the coach to cover the day's chores without the danger of overdoing one phase and neglecting another.

Classifying the material is very important and can go a long way in determining the success of the campaign. Since some boys grow fast, their development during one summer may provide the coach with grown material in place of boys who were seemingly infantile the previous year. A practical coach should never build for one season as there will be boys in various stages of development that should be considered for future seasons.

At Lincoln Park we spend the off-season period completing the screening of all candidates on the "Pre-season Material-Inventory" sheet or form. This form, filled out by each coach for his squad, inventories all data and information about the boy,

from his name, age, etc., to a running comment on his ability by his respective coach. We feel that this classification is very important. It provides us with a file on each candidate when drills start in September. Candidates with ability are then classified into groups: good, fair and poor — based on their ability in running, blocking, passing, kicking, determination, spirit, the will to win, and the love of contact. Call it what you will, the latter still provides the backbone of football and covers a multitude of sins out on the gridiron. This inventory of material provides an opportunity to group individuals according to adaptability in case the reserve material is poor or inadequate for one position. Converting certain individuals from other groups to better balance the

late his offense and formations so that they will fit the material at hand. He should also decide upon the drills and fundamentals that will aid in the execution of these and remain within the capabilities of the squad. We like to operate on a written time schedule that varies from day to day in accordance with the needs of the individuals or the squad. Correct mechanics and techniques are important in the functioning of any offense, and certainly the boy will do well in the game those things he practices in the daily sessions.

Deciding on formations brings into consideration the elements of power, deception, kicking and passing in relation to the ability of the squad material. Needless to say all are important in the execution of any play sequence or system. It follows that the proper execution will make any system or formation outstanding and successful. Most of the coach's working hours may be spent attempting to perfect the skill of his boys in the execution of the mechanics of football, yet when he has put forth his best efforts in teaching his work will be wasted if his boys do not zealously try to excel their opponents. Call this what you may, it is really "spirit", the principal ingredient of a winning football team.

In the three weeks preparation time allowed by the State of Michigan, the coach's job of starting a squad that will be "ready", physically and otherwise, is far from an easy one. To stimulate self-conditioning for the approaching campaign, a letter to each candidate a month before the reporting date sometimes helps to make the boy return to school in some semblance of good physical condition. Such a letter may read as follows:

Dear \_\_\_\_\_

In another thirty days the football season will be getting under way. This pre-season letter is intended as a means of contacting you in the off-season in an effort to stimulate the physical and mental self-conditioning of your mind and body.

Football games are won and lost in the off-season. Diligent practice of individual skills such as passing, kick-

(Continued on page 68)

ARCH STEEL graduated from Bowling Green University in Ohio and took his MA at the University of Michigan. He became football and basketball coach at Lincoln Park in 1940. During the war he served as a boxing instructor and athletic officer in the Navy. His football team won the conference championship last year.

squad can be done from information provided by this form.

After classifying the material as to the quantity at hand for each position and listing the players according to their ability, the coach should be thinking about selecting the candidates along more specific lines:

(1) The candidate's natural ability in relation to his position.

(2) The candidate's attitude toward body contact, football, and his fellow team mates.

(3) The candidate's offensive ability in relation to his defensive capabilities. (In football today there is wide use made of specialists in every department.)

(4) The candidate's resourcefulness, "Savvy" or "know-how" that comes from quick-thinking.

After a close study of the "pre-season material inventory", and after obtaining the average weight, speed, ability to grasp fundamentals, etc., the coach should be ready to formu-

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# Balancing the T Attack

By ROBERT L. STEELE

Freshman Football Coach, California State Polytechnic College

**G**OING BACK to the days when almost everything was run from a winged formation, usually an unbalanced wing, we find that the bulk of the defense was concentrated where the offense was most dangerous — on the strong side. It has long been known that, psychologically or anatomically, coaches and backs like best to run plays to the right. Consequently that is where the greater percentage of plays are run. It takes no master-mind to figure out that he should put his most rugged linemen on the defensive strongside and the others on the weak side.

A few years back some fellows named Shaughnessey, Halas and Jones popularized and old offensive formation known as the "T". This formation was intended to even out the attack, strike where there was a momentary weakness and keep the defense guessing through the use of deception. Yet today, eight years after its sudden surge in popularity, many coaches are trying to run the T as they would a winged formation, running mostly to the right. This may be done consciously or unconsciously, but the results are the same — the defensive team lines up its rugged linemen on the right side of the offensive line and stops the T attack as completely as it stopped the unbalanced wing. The result is a case of mayhem to those who do not utilize a balanced attack.

This past year at California State Polytechnic College we had only two

men who were remotely capable of leading our Freshman team in a "T" attack. We distributed our plays in the order in which we wanted to give them and then had our first chalk session. First, we would chart the plays for the players so they could get them in mind, and then we would run through them on the field later on in the day. The T formation being balanced exactly we would often draw the play only to the right, for two reasons: (1) to conserve time in the chalk session and (2) because the players said they could transpose the

very fine strongside (to the right) attack, but when we hit up against a good defensive line with a couple of rough, tough linemen looking down the throats of our right tackle and end, it turned out to be a long night, as that was where 85% of our attack was destined to be run.

We realized very shortly that our signal callers had learned our plays extremely well to the right and were doing a fine job with them, but the effort made towards the left was nil. It was very plain to see that through our shortsightedness and neglect of diagramming fully, our offensive was onesided.

Immediately we started our daily sessions running about 75% of our plays to the left side with an occasional right side play thrown in. This was all done without trying to arouse anyone's curiosity as to the reason for it all. In addition, to reassure ourselves, the plays added that week were diagrammed to the left side and the transposition to the right was left in the players' hands again.

That weekend our game was run in the same way as the weeks before (predominantly to the right) even though our new plays tended to be run less in one direction. It was all very discouraging, but we could see that we were making progress even with the signal calling material we had.

Thereafter, for the remainder of the season the new plays we did add, which were few in number, were

(Continued on page 59)

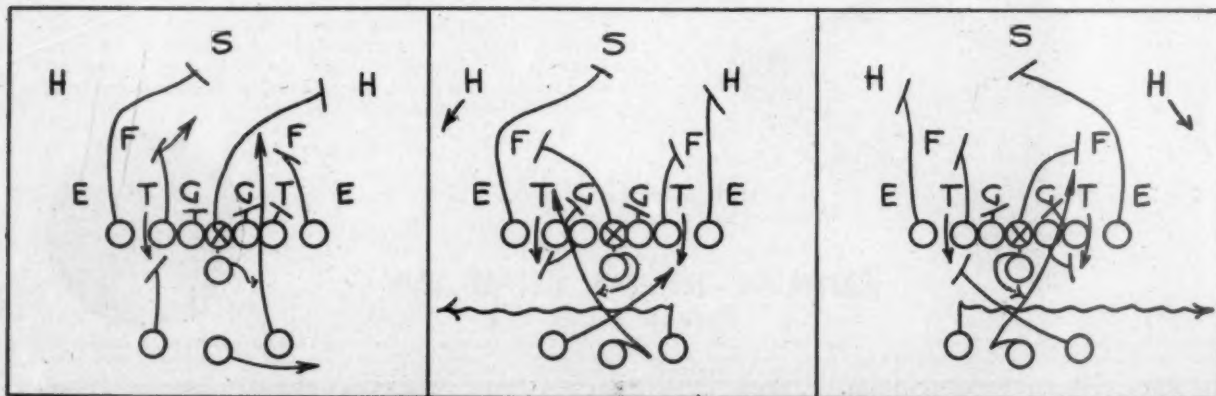
**ROBERT L. STEELE** played football at Salinas Junior College as well as at San Jose State College. He received his MA at Stanford University in 1947. He served as line coach at Abraham Lincoln High School, San Jose, California before taking his present position. His team won 13 and lost 3 last year.

play back to the left. This is where we and many other coaches fall down. Not blessed with an Albert, or a Luckman we should have spent more time at least with our quarterbacks, reviewing each play both ways until we were convinced there was no discrepancy. I believe coaches take too much for granted. If a boy says he's got something it takes very little time to question him further to see if he does have it or not.

The results were this, we had a

The first diagram is an example of a play given at the beginning of the season. It is diagrammed to the right although the squad could mentally transpose it to the left and run it equally

as well. The second and third diagrams are examples of a play given at the end of the experiment. It is diagrammed to the left first and then to the right so the squad could see the workings of each version.





# A physiologic treatment for "athlete's foot" ....

Sopronol is physiologic: it utilizes the fatty acids found in human sweat (propionates and caprylates) to combat fungi just as nature does.

This is why Sopronol is safe . . . therapeutically effective.

This is also why Sopronol is a therapy of choice for "athlete's foot" with physician after physician.

Fight fungi physiologically...with Sopronol.

## SOPRONOL<sup>®</sup>

IMPROVED

Propionate-Caprylate Compound



### OINTMENT

Sodium propionate	12.3%
Propionic acid	2.7%
Sodium caprylate	10.0%
Zinc caprylate	5.0%
Diethyl sodium sulfosuccinate	0.1%
Inert ingredients including n-Propyl Alcohol	69.9%
1 oz. tubes	10.0%

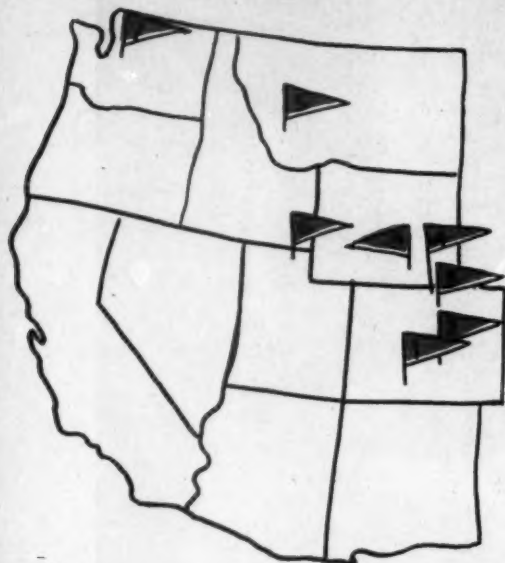
### POWDER

Calcium propionate	15.0%
Zinc propionate	5.0%
Zinc caprylate	5.0%
Inert ingredients	75.0%
2 and 5 oz. canisters	

### LIQUID

Sodium propionate	12.3%
Propionic acid	2.7%
Sodium caprylate	10.0%
Diethyl sodium sulfosuccinate	0.1%
Inert ingredients including n-Propyl Alcohol	74.9%
2 oz. bottles	12.5%

# ATTEND A COACHING SCHOOL IN THE WEST



1.

## ADAMS STATE COLLEGE

Alamosa, Colorado, June 12-18

Ron Crawford, Director

Tuition: \$25.00

STAFF: Carl Seavely, Lynn Waldorf, Clair Bee, Vadal Peterson, Frank Gramer, Eddie Wajacki

See advertisement page 67, April issue

2.

## COLORADO COLLEGE

Colorado Springs, Colorado, June 6-10

Allison Binn, Director

Tuition: \$25.00. Room and board: \$25.00

STAFF: Frank Leahy, Meese Krause, Bill Early

See advertisement page 68

3.

## COLORADO HIGH SCHOOL COACHES ASSN.

Denver, Colorado, August 24-26

N. C. Morris, Don R. DeCombes and Ed Flint, Directors

Tuition: Residents—free; others—\$5.00

STAFF: Matty Bell, Ed Hickey

See advertisement page 62

4.

## COLORADO, UNIVERSITY OF

Boulder, Colorado, June 17-July 22, July 25-August 26

Harry G. Carlson, Director

Tuition: per term—residents, \$27.50; others, \$35.50

STAFF: Dallas Ward, Forrest Cox, Frank Potts, V. K. Brown, Charles Vavra, Frank Prentup, Roland Balch

5.

## MONTANA STATE UNIVERSITY

Missoula, Montana, July 25-30

Clyde W. Hubbard, Director

Tuition: \$10.00

STAFF: Adolph Rupp, Ted Shipkey

See advertisement page 56

6.

## UTAH STATE AGRICULTURAL COLLEGE

Logan, Utah, June 6-10

Tuition: \$10.00

STAFF: Lynn Waldorf, Ed Hickey, Roland Logan

See advertisement page 65

7.

## WASHINGTON STATE HIGH SCHOOL COACHES ASSN.

Seattle, Wash. Aug. 22-27

A. J. Lindquist, Director

Tuition: Members, free; others, \$10.00

STAFF: Bud Wilkinson, Freedy Cox, Jack Mosberry,

H. V. Pater

See advertisement page 50

8.

## WYOMING, UNIVERSITY OF

Snow Range Summer Camp, Wyoming, August 8-13

Glen J. Jacoby, Director

Tuition: \$10.00

STAFF: To be announced

9.

## IDAHO STATE COACHES ASSN.

Boise, Idaho, August 8-13

Tuition: \$10.00

STAFF: To be announced

# IN THE SOUTH

1.

## ALABAMA, UNIVERSITY OF

Tuscaloosa, Alabama, August 15-19

H. D. Drew, Director

Tuition: None

STAFF: Don Faurel, University of Alabama Staff,

basketball coach to be announced.

2.

## FLORIDA A. & M. COLLEGE

Tallahassee, Florida

A. S. Galtier, Director

Dates and staff to be announced.

3.

## GEORGIA COACHES ASSOCIATION

Atlanta, Georgia, August 15-20

Dwight Keith, Director

Tuition: Members—free; others—\$15.00

STAFF: Frank Leahy, Wallace Butts, Carl Seavely, Bill

Hartman, "Shifty" Doyle, M. C. Page, Adolph Rupp,

Clyde Littlefield, "Duke" Wyr

4.

## HOT SPRINGS COACHING SCHOOL

Hot Springs National Park, Arkansas, August 1-6

Joe Diddy, Director

STAFF: Frank Leahy, Matty Bell, John Barnhill, Clair

Bee, Gene Lambert.

See advertisement page 27

8.

## VIRGINIA STATE COLLEGE

Petersburg, Virginia, July 11-16

H. R. Jefferson, Director

Tuition: To be announced

STAFF: Carl Seavely, John Lawther

9.

## MURRAY STATE TEACHERS COLLEGE

Murray, Kentucky, June 10, 11

Ray Stewart, Director

Tuition: \$5.00

STAFF: Ray Elliot, Ed Hickey

11.

## NORTH CAROLINA, UNIVERSITY OF

Chapel Hill, North Carolina, July 25-30

Tom Scott, Director

STAFF: Carl Seavely, Tom Scott, P. A. Fetzor, Bunn Moor,

R. A. White

ADDITIONAL SCHOOLS LISTED ON PAGE 46

5.

## LOUISIANA HIGH SCHOOL COACHES ASSN.

New Orleans, Louisiana, August 10-13

Woodrow Turner, Director

Tuition: \$2.00, \$5.00 and \$10.00

STAFF: Matty Bell, Blair Cherry, Ed Diddle, Bill Dayton,

Henry Fruka and staff.

6.

## OKLAHOMA COACHING SCHOOL

Oklahoma City, Oklahoma, August 15-19

Clarence Breithaupt, Director

Tuition: \$5.00

STAFF: Matty Bell, others to be announced

## TEXAS HIGH SCHOOL COACHES ASSN.

Beaumont, Texas, August 1-5

L. W. McConachie, Director

Tuition: Members—\$10.00; others—\$15.00

STAFF: Don Faurel, Carl Seavely, Harry E. Smith, J. Russell

Murphy, Adolph Rupp, Hank Iba, Emmett Brunson, Marty Kerue,

Eddie Wajacki

See advertisement page 61

## IN THE EAST



- 7. EASTERN PENNA. COACHES ASSN.**  
East Stroudsburg, Pennsylvania, June 20-24  
Marty Baldwin, Director  
Tuition: Pennsylvania coaches—\$35.00; others—\$38.00  
STAFF: Wallace Butts, Charles Caldwell, Bob Higgins, Ben Carnevale, Charley Gelbert, "Duke" Wyre  
See advertisement page 63

- 8. SPRINGFIELD COLLEGE**  
Springfield, Massachusetts, July 6 — August 9  
Tuition: To be announced  
STAFF: Aldo "Buff" Donelli, Vadai Petersen, Ethan Allen, Emil Von Elling  
See advertisement page 62, April issue

- 9. WEST VIRGINIA, UNIVERSITY OF**  
Morgantown, West Virginia, June 27 — August 1  
F. J. Heltzer, Director  
Tuition: Residents—\$5.00 per hour; out of state—\$7.00 per hour  
STAFF: Don Degroot, Wes Foster, Leo Patton, John Lawther, Chick Davies, Art Smith, Steve Harriick, Duke Wyre

- 10. PENN STATE COLLEGE**  
State College, Pennsylvania, three separate sessions  
For information write: Director of Summer Sessions, Room 110, Burrows Building. See page 58, March issue

## IN THE MIDDLE WEST

- 1. FREMONT COACHING SCHOOL**  
Fremont Michigan, August 23, 26  
L. J. Gottschall, Director  
Tuition: \$8.50  
STAFF: Adelf Rupp, Cabby O'Neil, Bob Quiring, Floyd Eby, Harry Newman  
See advertisement page 58

- DOANE COLLEGE COACHING SCHOOL**  
(not shown on map)  
Crete, Nebraska, July 25-29  
Jim Dutcher, Director  
Tuition \$15.00, Board and Room \$10.00  
STAFF: "Biggie" Munn, "Howie" Odell, Bill Glassford, Eddie Hickey, Frank Cramer

- 3. INDIANA BASKETBALL COACHING SCHOOL**  
Logansport, Indiana, August 8-10  
Cliff Wells, Director  
Tuition: \$12.00  
STAFF: Tony Hinkle, Larry Hobbs, E. N. Case and others  
See advertisement page 68

- 4. IOWA HIGH SCHOOL ATHLETIC ASSN.**  
Templar Park, Spirit Lake, Iowa, August 15-19  
Lyle T. Quira, Director  
Tuition: Iowa coaches—\$15.00; others—\$22.50  
STAFF: To be announced

- 5. KANSAS STATE HIGH SCHOOL ACTIVITIES ASSN.**  
Topeka, Kansas, August 22-26  
E. A. Thomas, Director  
Tuition: \$10.00  
STAFF: To be announced

- 6. MINNESOTA COACHES ASSN.**  
Minneapolis, Minnesota, August 22-24  
H. R. Petersen, Director  
Tuition: Members free, others \$10.00  
STAFF: Bernie Bierman, Osborne Cowles

- 7. MISSOURI, UNIVERSITY OF**  
Columbia, Missouri, June 16-18  
Don Fauret, Director  
STAFF: Matty Bell, Don Fauret, Wilber Stalcup, Tom Betts.

- 1. BETHANY COLLEGE**  
Bethany, West Virginia, August 15-19  
John J. Knight, Director  
Tuition: \$15.00  
STAFF: To be announced

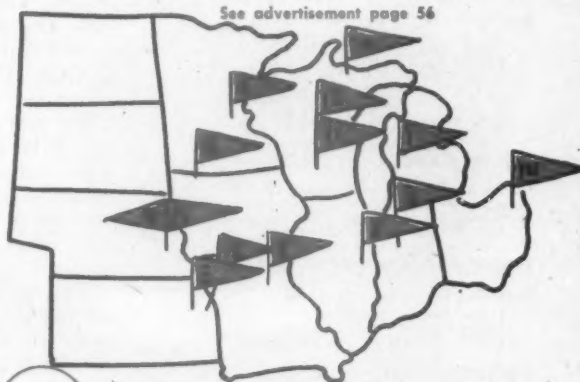
- 2. COLBY COLLEGE**  
Waterville, Maine, June 16-18  
Ellsworth W. Millett, Director  
Tuition: \$17.00  
STAFF: Adolph Rupp, Arthur Valpey  
See advertisement page 70

- 3. CONNECTICUT, UNIVERSITY OF**  
Storrs, Connecticut, August 22-25  
George Van Bibber, Director  
Tuition: \$10.00  
STAFF: Carl Sawvoly, George James, J. O. Christian, Howard Hobson, Hugh Greer, Frank Kavanagh, John Squires  
See advertisement page 66

- 4. EDINBORO COACHING SCHOOL**  
Edinboro, Pennsylvania, August 9-12  
Jim Hyde, Director  
Tuition: \$25.00 including room and board  
STAFF: Charles Caldwell, Rex Enright, Princeton University staff and South Carolina University staff  
See advertisement page 69

- 5. NEW YORK BASKETBALL COACHING SCHOOL**  
Hancock, New York, August 18-20  
John E. Sipes, Director  
Tuition: \$10.00  
STAFF: Howard Hobson, Marion Crawley and others  
See advertisement June issue

- 6. NEW YORK STATE COACHING SCHOOL**  
Rochester, New York, August 22-27  
Philip J. Hammes, Director (Proctor H. S. Utica)  
Tuition: \$35.00 (includes board and room)  
Staff: Ray Elliot, Rip Engle, Adolph Rupp, Howard Hobson, Joe McDaniels  
See advertisement page 56



- 8. NEBRASKA HIGH SCHOOL ACTIVITIES ASSN.**  
Lincoln, Nebraska  
Dates and Staff to be announced

- 9. NEBRASKA, UNIVERSITY OF**  
Lincoln, Nebraska, June 7 - July 16, June 7 - July 30  
Louis E. Means, Director  
Tuition: Summer school fees  
STAFF: V. W. Lapp, Bill Glassford, Harry Good, L. E. Means, C. E. Miller, Hollie Lefley

- 10. OHIO HIGH SCHOOL COACHING SCHOOL**  
Massillon, Ohio, August 9-13  
Charles Walber, Director  
Tuition: Members—\$5.00; others—\$10.00  
STAFF: Sid Gillman, Joe Madro, Wes Foster, Esco Sarkkinen, Stu Helcomb, Jack Mollenkopf, Jack Blott, Frank Murray  
See advertisement page 54

- 11. WISCONSIN HIGH SCHOOL COACHES ASSN.**  
Madison, Wisconsin, August 15-20  
Tuition: Members—\$1.00; Others—\$10.00  
STAFF: Ivy Williamson and staff, Adolph Rupp, Wisconsin High school coaches  
See advertisement page 64

- 12. WISCONSIN, UNIVERSITY OF**  
Madison, Wisconsin, June 24-August 19  
Harold A. Netzen, Director  
For complete information write: Director of Summer Session, University of Wisconsin.  
See advertisement page 68, March issue

- 13. KANSAS, UNIVERSITY OF**  
Lawrence, Kansas, June 13-23, June 27-July 26  
E. C. Quigley, Henry A. Shenk, Directors  
Tuition: Regular university fees  
STAFF: J. V. Sikas, Phog Allen



# Football Fundamentals: Blocking

By DUKE GREENICH

Football Coach, Cocoa, Florida, Public Schools

## 14. NORTHERN MICHIGAN COACH- ING SCHOOL

Marquette, Michigan, August 8-12

C. V. Mossey, Director  
Tuition: \$15.00 (includes board and room)  
STAFF: "Biggie" Munn, Gzzie Cowles, Six Michi-  
gan Coaches

## WEST

### ARIZONA COACHES ASSOCIATION

Flagstaff, Arizona, August 15-20

Nick Ragus, Director  
Tuition: To be announced  
STAFF: Lynn Waldorf, Bob Winslow, Fred Enke,  
"Pop" McKale

### CALIFORNIA WORKSHOP AND SCHOOL

San Luis Obispo, California, August 1-12

Vernon H. Monahan, Director  
Tuition: \$7.00  
STAFF: Lynn Waldorf, Everett Denn, Lawson Little,  
John Thompson, Jess Hill

### ROCKY MOUNTAIN COACHING SCHOOL

Billings, Montana, July 18-23

Herb J. Klondt, Director  
Tuition: \$25.00  
STAFF: Lynn Waldorf, Ed Hickey

### UTAH COACHES ASSN.

Salt Lake City, Utah, August 15-20

Don Dlass, Director  
Tuition: \$15.00  
STAFF: Dutch Meyer, Jim Aiken, Clair Bee

## SOUTH

### SOUTH CAROLINA COACHES ASSN.

Columbia, South Carolina, August 4-10

Harry H. Hedgepath, Director  
Tuition: \$7.50 members; \$15.00 non-members  
STAFF: Carl Sorely, Leo Patton

### TENNESSEE ATHLETIC ASSN.

Knoxville, Tennessee, July 27-30

Farmer Johnson, Director  
Tuition: \$10.00  
STAFF: Herman Hickman, Bob Neyland

### VIRGINIA COACHES ASSN.

Blacksburg, Virginia, August 17-20

W. L. Younger, Director  
Tuition: Free for members, others \$10.00  
STAFF: Arthur Guepe, R. C. McNeish, Hube McCray,  
Art Norton, Dick Escock and others

## MIDDLE WEST

### ILLINOIS STATE NORMAL

Normal, Illinois, June 14-16

Howard J. Hancock, Director  
Tuition: Free  
STAFF: Bernie Blorman, Paul Christman, Eddio  
Hickey, Otto Vogel, George Bresnahan

### LOWER MICHIGAN COACHING SCHOOL

Mount Pleasant, Michigan, August 15-19

D. P. Rese, Director  
Tuition: \$15.00 (includes room and board)  
STAFF: To be announced

### SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois, August 22-24

Glen A. Martin, Director  
Tuition: Free  
STAFF: Don Faurel, Hank Iba, Burt Ingwersen....

### SOUTH DAKOTA ATHLETIC ASSN.

Huron, South Dakota, August 16-19

R. M. Walseth, Director  
Tuition: Free  
STAFF: Ev Shelton, Ray Duncan, Lloyd Stein

COACHES in the various sections of the United States and even within the states or conferences, have widely differing opinions as to what formation or style of play is the best. All systems of football have their strong points as well as their weaknesses. If they didn't we would not have the competitive spirit on the field of play. To say that one system is better than another is a futile and unfounded contention.

The success of any system or formation in football lies in the ability of a coach to get across to his players the basic fundamentals of football. On offense the basic requirement that must be observed is BLOCKING. Without blocking, no system or formation will work. A coach may have an ideal trap play but if he does not have the blockers to pull out of the line or the halfbacks to block the opponent his trap plays are of no use. So many times offensive teams will maneuver the ball into position and have excellent deceptive plays which spring the ball-carrier through a hold only to have him stopped by the line-backers or halfbacks because of the failure of the players to execute proper downfield blocking.

### Using the Correct Block

Many boys like to block yet they miss their assignments when we know that they are good blockers. Some coaches begin to feel that they are "gold-bricking", but the truth is that they do not know how to execute the right type of block at the proper time and place. They may use a shoulder block when a hip-block would have been more effective. Or they might use a right-shoulder block driving the defensive man into the ball-carrier instead of executing a left-shoulder block to drive the defensive man out of the path of the ball-carrier. A blocker may hesitate one tenth of a second in deciding what type of block to execute, consequently, the ball-carrier goes by him and is tackled. Many other cases

could be recalled as to why plays did not function as they should.

More concentration and work in practices on blocking will produce more substantial yardage than all the black magic of trickery and deception. Allotting more time to work on blocking in the practice session should pay big dividends in first downs and touchdowns. Teaching the boys the various types and styles of blocking not only will help win games but will give the boys satisfaction in executing the blocks correctly and with good form. If a boy cannot achieve success using the accepted form his form or style should be altered so that he can perform and execute in a comfortable way that will give him self-confidence in the execution of the maneuver. In the three-point stance, to make a boy spread his feet 20" apart, drop his right foot back of his left foot, and place the left hand down instead of the right hand, all because the All-American Tackle of last year did, is the wrong interpretation. Form should be adapted to the physical properties of a player.

Team success depends on everyone fulfilling his assignment to the limit. One man missing his assignments may mean the difference between a gain or loss. Any man missing a block, makes the single wing, double wing, short punt, or T formation look bad. All eleven men executing their assignments well, makes the single wing, double wing, short punt, or T look like the best.

The best system or formation is the one that has the blockers to clear the path for the ball-carrier.

**D**UKE GREENICH played varsity football, basketball and baseball at the University of Mississippi before graduating in 1943. He played with the Chicago Bears in 1944 until a knee injury forced him to retire. He coached at Home Military School, Woodstock, Illinois and at Jonesville, Michigan before going to his present post.

# Why Compromise on SAFETY?

Your football players can have the **SAME SAFETY** as the Army, Navy and Marines. **DEMAND . . . the RIDDELL SAFETY SUSPENSION Helmet.**

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2. **ONLY RIDDELL** supplies a helmet that has proved its merit in years of football service.
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5. **ONLY RIDDELL** helmets give full safety. . . . which every football player deserves.



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PLACE YOUR  
ORDERS NOW  
FROM YOUR  
**RIDDELL  
DEALER**

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ATHLETIC SHOES  
MOLDED BALLS  
SUSPENSION HELMETS

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KNITWEAR CO.**

**ROCHESTER 4, N. Y.**

**ATHLETIC KNITWEAR  
SPECIALIZED FOR SCHOOLS  
AND COLLEGES**

## NEW BOOKS

**Notre Dame Football**, by Frank Leahy. Published by Prentice-Hall, Inc. New York. Two hundred forty-four pages. \$2.25.

This book completely expounds Frank Leahy's coaching system as used at Notre Dame. Not only are the mechanics of the system fully covered but the coaching philosophy itself is explained.

The first chapter, entitled "Get To Know Your Players", divulges the traits and characteristics that coach Leahy looks for in his players as well as how the preliminary practice sessions are organized. Chapter two explains the advantages, the requisites and basic fundamentals of the Notre Dame T formation. Subsequent chapters explain numerous plays in great detail.

The second half of the book analyzes each position very fully. Beginning with the all-important position of the quarterback, the author discusses every phase of the position including both his technical body movements and his use of strategy. Similar chapters are devoted to all the other positions.

The final chapters discuss punt and kick-off returns, defensive football, pass defense, pre-game warm-up and how to watch a football game.

There are fine illustrations and many excellent diagrams. This is a well-written and thorough explication of Notre Dame football.

**The Bike Web Coaches and Trainers Handbook**. Published by the Bike Web Company. For free copies write to the Bike Web Company, Department PB-1, 2500 South Dearborn, Chicago 16, Illinois.

This new, revised handbook features illustrated basketball drills by Cliff Wells, basketball coach at Tulane University. He stresses building basketball skill on a solid foundation of fundamentals and the text is augmented with diagrams and illustrations.

The handbook also contains eight pages of the latest taping technique which shows correct taping instructions for most athletic injuries by means of clear, descriptive photographs.

**1949 Baseball Record Book**. Published by the Bike Web Company. For free copies write to the Bike Web Company, Department PB-2, 2500 South Dearborn, Chicago 16, Illinois.

This book is edited by a famous

baseball statistician and contains 32 pages of Major League batting, fielding, pitching and baserunning records. The book contains answers to many questions that occur to all baseball fans.

**Short Cuts To Finding and Organizing Research Problems**, by George M. Gloss, 2121 Virginia Avenue, NW, Washington, D. C. Price: \$1.00. Copies available from the author.

This is an outline which lists the steps and procedures in writing a paper on some phase of health, physical education and recreation. Mimeographed on regular 8½ x 11 notebook paper, there are blanks which the student fills in as he works along. By following the outline the student will be sure to get all the information necessary in making a thorough study of the topic mentioned above. A complete reference of texts and related periodicals as well as other sources of information are given.

**The Yankees** by John Durant. Published by Hastings House. New York. One hundred twenty-two pages. \$2.95.

This is a pictorial history of the New York Yankees from 1903, when they played their first game, to the present. Such baseball immortals as Wee Willie Keeler, Bob Shawkey, Cary Mays, Babe Ruth, Aaron Ward, Lou Gehrig, Tony Lazzeri, Bill Dickey and many others are vividly brought to mind again.

The illustrations tell the story. Many shots of all the stars furnish even the neophyte Yankee rooter with a complete panorama of the club's history.

**The Dictionary of Sports**, Edited and prepared by Parke Cummings. Published by A. S. Barnes and Company, Inc. New York. Five hundred and seventy-two pages. \$7.50

This volume contains definitions of 9000 terms in sports. A text of 400,000 words defines and clarifies these terms settling numerous arguments on the technical aspects of outdoor and spectator sports. It has been estimated that 80 per cent of these definitions cannot be found in any standard dictionary.

An unusual appendix lists terms classified by sport and gives box-scores, tournament procedure, summaries and charts. Cross-indexing and 120 specially prepared illustrations of equipment and officials' signals are also included.



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CLINIC

and  
ALL STAR FOOTBALL GAME

at  
University of Washington  
Seattle, Washington

AUGUST 22-27

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Univ. of Oklahoma

FROSTY COX — BASKETBALL

Univ. of Colorado

JACK MOOBERRY — TRACK

Washington State Col.

H. V. PORTER — FOOTBALL

RULES INTERPRETATION

PANEL DISCUSSION — BASEBALL

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O M Scott & SONS CO  
120 Spring St., Marysville, Ohio  
also Palo Alto, California

A Scott's LAWN CARE PRODUCT

# Paddleball

By RODNEY J. GRAMBEAU

Assistant Intramural Director, University of Michigan

PADDLEBALL players are convinced that paddleball is here to stay. Since its origin in 1930 it has continued to gain in popularity and at present it is played in many high schools, colleges, universities, athletic clubs and Y.M.C.A.'s throughout the United States.

The game was originated by Earl Risky, present Intramural Director at the University of Michigan. Paddle tennis was popular at the University at the time and it was while using paddle tennis equipment in a handball court that Mr. Risky conceived the idea for paddleball. After much experimentation with different sized paddles and various types of balls he decided on the kind now being used. He then established the playing rules for the game.

Paddleball may be played by two, three, or four players playing singles, cut-throat, or doubles respectively. The game is played very similar to squash racquets, but the playing rules are strictly handball. The ball, which is larger than both handball and squash balls, makes for a speedier style of play. In contrast to handball, a paddleball player does not need to develop his left hand but can hit the ball backhanded with the paddle. This makes the game much easier for beginners to learn. A thorough workout in a short time

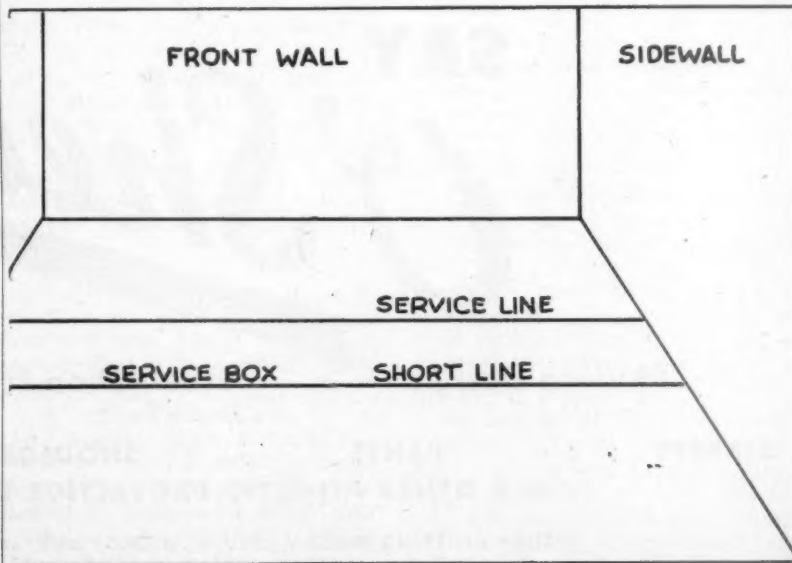
and a highly competitive form of participation is enjoyed by competitors in this excellent sport.

The game is played on either a four-wall or single-wall handball court. The court is divided in the center by a 2½ inch solid line running from side to side. This is called the "short" line. Five feet in front of this is a similar line known as the "service" line. The area between the lines is designated as the serving box. The server must stand between these two lines while serving the ball (See drawing).

Playing equipment for paddleball consists of a wooden paddle and a rubber ball. The paddle should be 15 inches long, seven inches wide and have rounded edges. It is one-half inch thick. A cord, which is placed around the wrist, should be attached to the handle end to prevent the paddle from slipping out of the player's possession. The handle should be trimmed to ordinary hand size. The ball should be approximately 2¼ inches in diameter. A tennis ball with the outside cover removed proves very satisfactory.

Following are the playing rules and scoring for paddleball as well as some helpful playing hints as prepared by Mr. Risky:

**First serve** — The player who comes closest to the floor when throwing



the ball to the front wall has his choice of serving or receiving.

**The server** — To serve, the player must stand in the serving area between the short-line and the service line. He must bounce the ball and then bat it on the first bounce against the front wall. If he misses the ball he is out. If the ball hits any other part of the court before hitting the front wall the server is out. To be in play the ball must hit the front wall and rebound across the short-line before striking the floor.

If the server's first ball does not go over the short-line it is called a "short." The receiver may play a "short" if he so desires. Two successive "shorts" put the server out.

If the server's ball goes on the fly from the front wall to the back wall it is a "long." The receiver may play a "long" if he so desires. Two successive "longs" or a short and a long put the server out. It is considered a "short" when a player's partner is hit by a served ball while standing in the server's zone.

In doubles a player should stand between the short-line and the service line and as close to the wall as possible when his partner is serving. Receivers assume a position on each side of the court about four feet from the back wall. The team that serves first decides which of its players shall start the service. This player is always the first server when his team comes in to serve.

At the start of the game the team serving first is allowed only one down, but thereafter both players on each team serve until put out. The same order of serving must be kept throughout the game.

**Returns** — After the ball is served the opponent must return the ball to the front wall. The ball may be played on the fly or first bounce but must strike the front wall after it is returned before hitting the floor. If the returned ball hits an opponent before it hits the front wall it is out of play and must be played over without penalty. Should the ball hit the front wall and the floor at the same time it counts as a miss. If there is any doubt it should be played over.

In doubles the ball may not be played again after it has been touched by a partner. Hitting a partner with the ball counts as a miss for that side.

**Hinders** — Having hit the ball a player must avoid interfering with his opponent. It is considered a hinder and play is repeated:—

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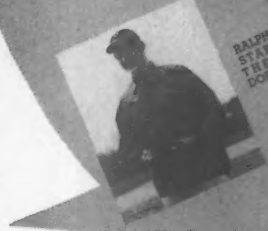


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1. If a player is inadvertently prevented by an opponent from playing the ball.

2. If a player cannot avoid being hit by a ball because of the position of his opponent.

3. If a person, because of fear of hitting his opponent, refrains from striking the ball.

4. If a player in the act of striking touches his opponent with his paddle.

No hinder is allowed however on any strike by a player:—

1. When he actually touches or is touched by his opponent.

2. When the striker could have made a good return.

3. If the interference is merely with his vision.

(Note: Most hindrances occur as the result of a player attempting to go around his opponent to get at the ball. If such an attempt is made he cannot change his course and charge into his opponent.)

The server wins a point if the receiving side fails to return the ball. Only the serving team can score points. A game consists of twenty-one points. There is no such thing as a deuce game. A match consists of the best two out of three games.

If the receiver fails to return the ball it is a point for the server. If the server fails to return the ball he is down.

When the first server is down it is called "one down". Thereafter it becomes "two down" and "side out".

1. Find out your opponents weakness and play it.

2. Rather than attempt a "kill" on every ball, try an occasional passing shot. It will prove to be effective.

3. Over-anxiousness to hit the ball is the cause of many errors.

4. Vary your game; don't play the same way all the time.

5. Get a snap of the wrist on both the forehand and backhand. Do not use a rigid wrist.

6. Timing is very important. Time your starts, stops, and hitting.

7. How well that old expression applies to paddleball; — "Hit 'em where they ain't."

8. Have an effective serve for it is through the medium of the serve that you make points.

9. The position of the feet when striking the ball is of the utmost importance.

10. Controlled speed is very valuable but speed isn't worth much without control.

# Football Camp

By **GEORGE KATCHMER**

*Coach, Newport, Pennsylvania, Union High School*

**I**N RECENT years the trend in the field of high school football has been to get at least one week of training at a camp away from home. The movement has been a must for the larger schools because the advantages in having the boys at a camp are significant. As one coach described it, "One week at camp is worth three at home."

All coaches are aware of the many advantages of having their squad at a camp miles away from home where they eat, drink, and sleep football. There are no outside interferences, especially from the home. Small schools which practice at home usually have squads that number anywhere from eighteen to thirty-five boys. It is difficult to have the whole squad at practice every day since boys stay away with various excuses. As a result many of them do not get the proper conditioning; instructions and fundamentals covered the day before have to be repeated, etc. The problems encountered in the conditioning and pre-season training period are numerous. The biggest is getting the complete squad out for practice every day.

Many will say that with proper discipline a coach can have them present every day. This is not true. Many a boy misses practice because of some chore at home which has to be carried out. I have had boys miss practice because they had farm work to do, or had to pick coal. Others missed because the workout the day before was too tough and they were stiff. The latter can be eliminated from the squad, but when a coach has only a limited number to start with he cannot be too hasty. These same boys, once they get into shape, usually turn out to be good players.

Here is where the advantage of a football camp is evident. A coach can get his whole squad away from home where there will be no home chores, where the lazy will have to work, and conditioning and fundamentals can be taught without interruption because the boys will know that they are there for a week of nothing but football, football, and more football.

Camps are possible even for the smallest schools. Their expenses can be cut to less than \$100, depending upon the ingenuity of the coach and the co-operation of the squad. The smallest schools can afford this.

The first step is to find a location, one with housing facilities and a place to practice. As far as the practice field is concerned, even the poorest can be improved and made useable by the squad. We converted a stony old softball field into a very practical practice area by having the boys do a stone-picking job the day before our first workout.

Any location that has had housing facilities will meet sanitary requirements. Water will be near by, garbage can be burned or buried and toilet facilities, if not available, can be assembled quickly.

The best location to look for will be hunting camps that are run by sportsmen from one's own town. If one can be found it will probably be offered for nothing. Other sites beside hunting camps are state parts, scout camps, church camps, etc. Perhaps a large tent or several smaller tents may be borrowed.

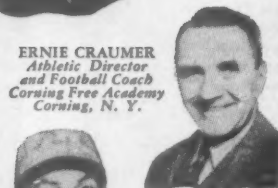
The next item to take care of is food. This, one may fear, is the big problem. Actually it is the simplest one. This is how I overcame this problem. I planned a menu for a whole week by enlisting the aid of women in town who told me how much food per boy would be needed each day. When I had this information I computed the requirements for a week which would give us a daily menu of cereal, eggs, toast, fruit, butter, jam and milk for breakfast; cold cuts, cheese, boiled weiners, beans, peas, left-over ham and chicken, butter, potatoes, chocolate milk, fruit punch and fruit for lunch; spaghetti (first night), canned chicken, baked ham, roast, salmon patties, potatoes, assorted vegetables, butter, jam, chocolate milk or plain milk, fresh tomatoes, celery or lettuce, etc. for supper.

I wrote this data down on the blackboard and on a chart I had drawn up. Next I held a meeting of the boys. I showed them the list and explained that to go to camp they would have to help by contributing something in the way of food; mainly the non-perishable goods listed on the board. The other items like ham, roast, etc. could be donated by the boys' parents if they volunteered the item. I asked the boys to look over the list, then go home and ask their parents what they could contribute. The answer was an oversubscription of everything I had asked for.

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One parent not only donated the ham but cooked and brought it to camp the day we had planned to have it. Our main expense in food was milk. We had a twenty-gallon can of skim milk delivered every morning. Skim milk is cheap and still has the bulk food value. Bread and other things such as shortening we bought daily from a nearby town.

Although there were outdoor picnic fireplaces and a wood stove inside, we brought along a bottled gas stove and had a tank of gas connected. This was of immeasurable help and very convenient to our cooks.

The camp schedule will be a matter of one's own initiative. The coach will have to set up meal-time hours, policing of quarters, kitchen-police, practice sessions which will occur morning and afternoon, and the evening program that will include some sort of recreation, blackboard drills, a few movies, and whatever he may have in mind for his particular set-up.

Two main problems will be to find suitable cooks and to keep the boys from becoming homesick. The latter can become very serious if one is not careful. The best remedy is to keep the boys' minds occupied at all times.

Cooks will not be too hard to find. There are plenty of ex-G.I.'s in every town that know a little about cooking or maybe a parent of some boy will come along to help out. The meals are not going to be fancy. The ham will only need slicing and re-heating. The canned chicken needs only to be heated and every can contains plenty of gravy. Other meals can be made to fit the talents of your cook. Potatoes are no problem and the same applies to canned vegetables.

The coaches who feel they cannot go to camp should realize that it is possible if they are willing to work to that end. Our camp cost us less than \$200.00 and we had to buy cots, rent a cabin, and get bottled gas. If one can get a hunters' camp free, get the food donated, etc. the expenses will be very small — much less than \$100.00. Even the small schools can afford that amount.

## T Traps

(Continued from page 12)

is more demoralizing than a long gain on a trap play through the middle of the line. Everyone likes to think that their defense there is set and tough.

The main requirements for a good series of traps is to have rugged, (perhaps not in high school) fast tackles and guards who can pull out of the line without tipping off the play.

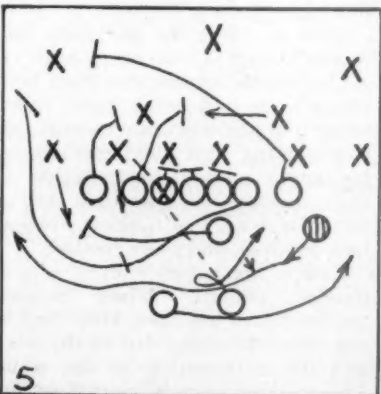
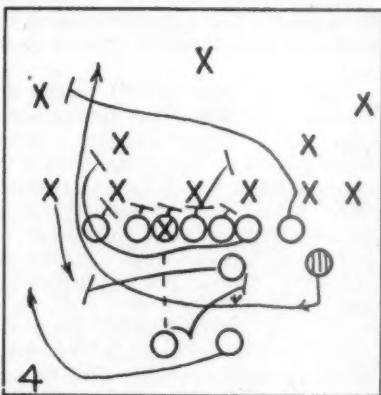
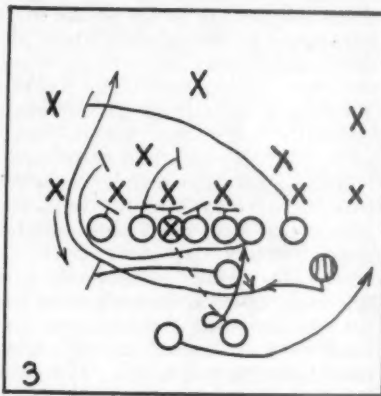
## The Single Wing Offense

(Continued from page 20)

Diagrams 5 and 6 the right tackle picks up the defensive right tackle if he threatens the play.

In the passing game from this single wing the pass protection may be the same for the 10, 30, 40 or 80 series and the same passes may be thrown from any of the four series.

In concentrating on the defensive left halfback, safety and right half-





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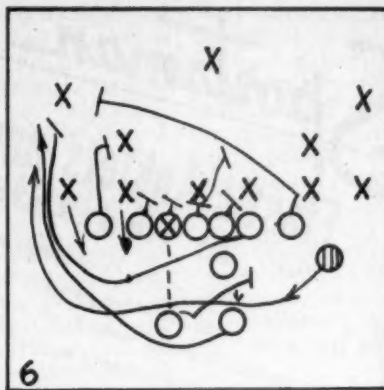
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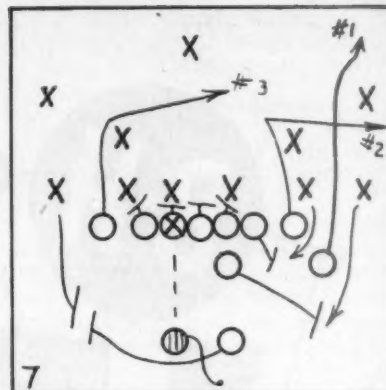
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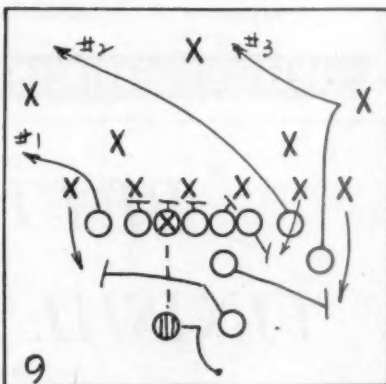
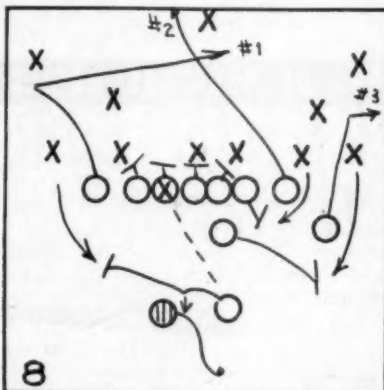


back the passes shown in Diagrams 7-9 are used. In Diagram 7, if the left halfback fades the right end is hit; if the left halfback comes up the right halfback is hit; if the safety aids the left halfback the left end is hit. In Diagram 8, if the safety retreats the left end is hit; if the safety advances the right end is hit; if the left halfback aids the safety the right end is hit; if the center fades the left end runs shallow in-



side the defensive center. In Diagram 9, if the defensive right halfback fades or is deep the left end is hit; if the defensive right halfback advances or is close, the right end is hit; if the safety aids the right halfback the right halfback is hit.

Screen passes must be incorporated to handle severe rushing from each defensive extremity. These may be worked from any of the series that are utilized.



## The 1949 NCAA Championships

(Continued from page 38)

middle on their weave for a number of close-in shots. Illinois used a switching defense against this weave and at first had trouble stopping the driving of Ballantyne, Harper and Crandall. They soon become adjusted and were effective in stopping this weave during the last part of the first half. Oregon State then made an adjustment in their offense. Instead of depending upon driving from the weave they maneuvered to hit their post men more, usually with the latter screening for each other to get position. They also depended upon the weave to allow Cliff Crandall to penetrate deep with his clever dribbling. From any deep position he would

either pass out or shoot. Crandall finished his great collegiate career in a blaze of glory, scoring 18 points, setting up many plays and checking Dwight Eddleman very well the second half.

Diagrams 1 and 2 illustrate some of Oregon State's maneuvers.

Illinois used a fast break in which they cleared the board very fast and developed several two-on-one and three-on-two situations. On these occasions they handled the ball brilliantly and cashed in on their opportunities. For a delayed offense they set up with two men out and three in. The guards would usually hit a for-

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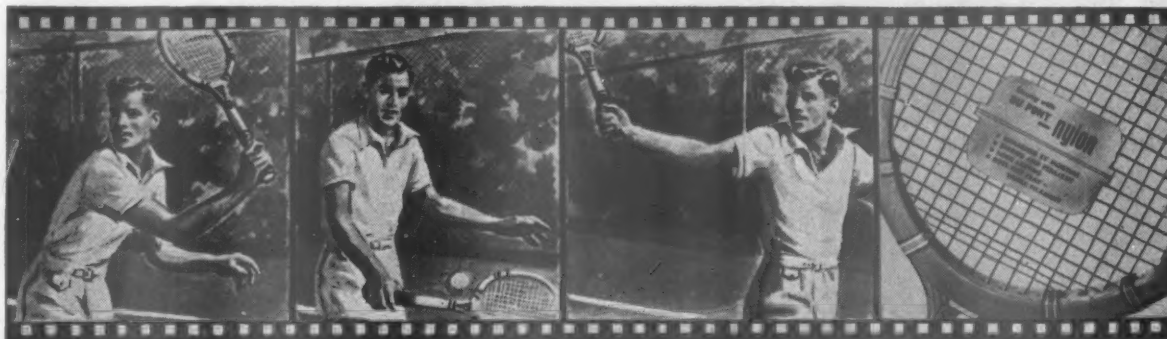
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ward and cut by the outside. The ball might be returned to the guard or faked. The forward might roll across the middle or turn and look for the post man. The ball was repeatedly passed to Osterkorn in the post and he scored very effectively, rolling either way for his hook shots.

The Illinois guards also hit the post direct at times, in which case they used a split with the guard cutting by and the forward crossing. Some of the Illinois maneuvers are shown in Diagrams 3 and 4.

The Illinois team was a distinct credit to Big Ten basketball, displaying balance, fine ball-handling, brilliant speed and rugged backboard play. The post play of Osterkorn and the all-round floor play and scoring of Eddleman were outstanding. For Oregon State, beside the brilliant Crandal, Ballantyne and Harper played fine, driving games and the shooting and backboard play of Peterson and Watt excelled.

Both teams played man-for-man defenses with Illinois changing men against the Oregon State College weave. The game was a real treat from the standpoint of the spectators.

The Kentucky-Oklahoma A & M game was one in which the fast break and free shooting game of the Wildcats was to be tested against the deliberate ball-control game of the Aggies. The many coaches present as well as many of the fans were anticipating the contest from this standpoint.

During the first half the Aggies gave promise of winning by repeatedly working the ball close to the basket for shots, but they missed a number of such shots and this spelled disaster for them. They drove and handled the ball deep in offensive territory by constantly cutting men off the ball to the base line and hitting them as they came out or crossed inside. They found Kentucky making some mistakes during the first half, but were unable to take advantage of the opportunities afforded and went into the second half five points behind when they could have had a lead with reasonably good shooting.

The second half was a different affair in that Kentucky tightened its defense to the point where the Aggies had very few shots and lost the ball repeatedly. The loss of Harris, the great Aggie defensive center, on fouls early in the second half probably contributed to this. From that time on the A & M club appeared to depend largely on hitting Shelton in the post and letting him maneuver for shots. Although he gave the impression of being a fine offensive post man, he

had little opportunity to score because of the sagging defense used by Kentucky when the ball went to the post. Shelton's maneuvering did result, however, in drawing the fifth foul on Groza with about five minutes of the game remaining. This was too late to affect the outcome of the game. The Aggies were able to score but two field goals during the second half against the tight-checking Kentuckians.

The Aggies used one set maneuver a number of times during the first half. This is shown in Diagram 5.

The Kentucky Wildcats showed the fans all of the speed and brilliance that was expected of them. Groza was the outstanding star of the game with his 25 points as well as his fine defensive play. He was ably assisted by Jones, Line, Beard and Barker, all of whom showed why they are national champions. The club as a whole is probably the fastest and quickest ever to be seen in the Northwest.

Kentucky used a fast break at times, but depended primarily upon a two-out and three-in set-up with Groza in the post. The latter's work was so effective that he accounted for a great portion of the Wildcat's scoring, no other player making more than two field goals. Groza's scoring was accomplished in part on the break and on tip-ins, but primarily from the post. He drove well and shot effectively. In their set offense Kentucky usually had a guard hit a forward on the side and cut to the outside. The forward might return pass or dribble across the floor, before or after faking. On the whole, their play was standard with primary stress on hitting Groza with a pass in the deep post. He takes care of things very well after getting the ball near the basket. The guards hit Groza directly at times and the post-splitting maneuver would usually follow. After building up a comfortable lead, Kentucky played carefully during the last ten minutes, finishing with a 46-36 lead. The Kentuckians played a strong offensive rebound game throughout.

Diagrams 6 and 7 show the maneuvers of Kentucky.

The Illinois-Oregon State College game was officiated by Hal Lee and Tim McCullough of Seattle, while the final was worked by Ab Curtis of Fort Worth, Texas and Cliff Ogden of Kansas. While both games were well handled, the need for standardization was evident. In the matter of charging by dribblers, the Northwest officials put much more burden on the dribbler than did the visiting officials. The latter also allowed much more freedom on rebound play. It appears

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that a great deal could be done in the way of standardization of interpretation if arrangements were made to get the commissioners from the various parts of the country together more often.

## Balancing the T

(Continued from page 42)

added in this order:

1. Descriptive theory of the play
  - A. What to achieve
  - B. How to achieve it
2. Signal call of the play
  - A. Left version first
  - B. Right version next
3. Diagramming of play
  - A. To the left first
  - B. To the right next.
4. Discussion by staff and squad
5. Field work
  - A. Running to left first
  - B. Running to right next

The value we derived from those few plays added at the end was amazing. We had no means of measuring the percentage of deviation from our first pattern, as the bulk of the plays were too deeply imbedded as "right side" plays in our signal caller's minds, but we did see that the plays added after we had changed the pro-

cedure had a tendency to even out considerably more than before.

We intend to follow the procedure used at the end of last season when we begin next fall, not in the hope of having a left-sided club but that it will make our club's offense more evenly balanced.

## Emotion in Athletics

(Continued from page 26)

blood sugar, and rise in heart rate. The extent of this decline and rise appeared to vary little with the extent of fatigue on the part of individuals.

As a group, the football players were aware of comparatively little pre-game emotion. Most did not become particularly excited until just before game time.

As a group, the wrestlers were aware of very considerable pre-contest emotion. The tendency was for emotion to build up from slight nervous anticipation early in the week to extreme tension and nervousness a short time before actual contact with the opponent. Some contestants reported "nervous anticipation" of the wrestling season as much as a month in advance of the season. All of the wrestlers dealt with reported that their sleep

was disturbed because of anticipation on the nights preceding the matches; two men were unable to sleep more than three hours per night for from one to three nights preceding important matches. With the exception of one man, the wrestlers found it difficult if not impossible to study during the hours immediately preceding matches. By match time they usually described themselves as being nervous and tense to an extreme.

In both groups, subjective emotional reactions are seen to be consistent with the objective results.

## Conclusions

In regards to the teams tested, while strong pre-contest emotion of the nature of fear and anxiety does not seem to be a particularly prominent factor in football, there is strong indication that it is of serious importance in wrestling.

Although it is impossible to state the degree to which the physiological test of emotion used in this study was valid, it did serve as a more or less crude objective measuring stick of intensity of the emotion reported by contestants. (Thus, when a man reported himself to be "extremely nervous", it was possible to observe some-

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thing of how and to what extent this  
intense feeling was manifesting itself  
physically.)

### Observations

**Diet:** while perhaps most football  
players may eat a light meal two to  
three hours before a game without ap-  
parent harmful effect (seven football  
players reported that they felt better  
for competition after a minimum of  
food intake), the wrestlers observed  
consistently felt and performed better  
on an absolute minimum of food in-  
take on the day of a match. (Even  
though such a pre-contest meal is  
consumed with pleasure, its digestion  
will be greatly retarded if taken in  
the presence of such pre-contest ex-  
citement as this study has demon-  
strated.)

**Emotional Drain:** excessive pre-  
match tension on the part of indi-  
vidual wrestlers appears to have a de-  
cided deleterious effect in terms of  
their performance and feeling of well-  
being during and after competition.  
Those wrestlers who demonstrated ex-  
cessive excitement previous to matches  
rarely performed well. However, two  
extremely tense individuals who for  
one reason or another did not experi-  
ence their customary emotional dis-  
turbance before a given match were  
observed to perform in an altogether  
improved manner; i.e., they seemed  
to think more effectively — possibly  
because worry was not serving to im-  
pair control of the higher brain cen-  
ters — their movements on these oc-  
casions showed better direction,  
their endurance seemed greater,  
and they reported less fatigue.

These factors, while not meas-  
ured, emphasize the influence of emo-  
tional drains. It is probable that an  
important factor in coaching wrestling  
should be to remain alert to fear and  
anxiety problems that arise in in-  
dividuals. These problems are often  
carefully concealed and most reluc-  
tantly confessed by the contestants.  
(The proportions of these problems  
on the part of some wrestlers may be  
gauged by the fact that two war veter-  
an subjects questioned stated that  
their pre-contest anxiety was some-  
times as great if not greater than their  
pre-invasion or pre-combat anxiety  
had been during the war.) It would  
be educationally significant if wrest-  
ling were to be a calculated means of  
teaching young men ways of handling  
such intense emotion in themselves.

It was noted that in most cases a  
condition of painful tension was  
characterized by high blood pressure  
accompanied by relatively low heart  
rate. When both blood pressure and  
heart rate were quite high, the sub-  
jects tended to be excited and eager  
but not painfully emotional.

In view of the emotional excite-  
ment occasioned by wrestling, the  
teaching of wrestling skills or strategy  
the day before or the day of a match  
is probably of questionable efficacy.

The author wishes to express sin-  
cere appreciation to Professors Gran-  
ville B. Johnson and Fred D'Amour  
of the University of Denver for their  
guidance in the research and prepara-  
tion of this study and to the many  
members of the football and wrest-  
ling teams at the University of Den-  
ver for their patient co-operation as  
human guinea pigs.

## The T in Junior High School

(Continued from page 24)

and 5, when used correctly, have en-  
abled us to gain plenty of yardage.  
They are very deceptive even though  
the ball-handling is not too intricate  
for boys of this age. These are two  
of the few shift plays we employ. In  
Diagram 4 the shift can be to either  
side but the drawing will show a shift  
to the right. The left halfback gets  
a direct pass from center and runs to  
the outside of the end (or inside the  
end, depending on his position). The  
blocking we use is shown in the dia-  
gram. After we have run this play a  
few times we run the play shown in  
Diagram 5. In this play the left half-  
back again gets a direct pass from  
center and again starts around the de-  
fensive left end with the fullback  
leading; but this time the left half

slips the ball to right halfback who  
speeds around the defensive right end  
with the center and the quarterback  
leading the interference. The left  
half must do a good job of faking  
that he still has the ball and at the  
same time the right half must do his  
part in the deception by hiding the  
ball.

It was mentioned before that we  
had a passer of average ability. Our  
best pass-receiver was our right end  
and he was fast enough to use on  
crisscross passes with the left end.  
The ends would cross, one deep and  
one shallow, and the passes to the  
right end would usually be shallow.  
Since these passes were very simple  
crisscross plays they are not dia-  
grammed.



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In Diagram 6 is shown a pass play which worked many times. With it there is little danger of interception. The fullback is the pass-receiver. The right end goes deep and out to pull out the safety or defensive left halfback. The right halfback goes down about ten yards and then out. The left end goes down and slightly in, while the left halfback goes into the left flat. The fullback hesitates for a count or two and then goes into the right flat as if to block the defensive left end. Instead he goes right on by the end and receives the pass which goes over the end's head.

Most junior high school boys are very apt pupils when it comes to learning football. Give them proper supervision, good equipment, a good schedule, and above all, plays which are not too intricate, and you will develop some future All-American players.

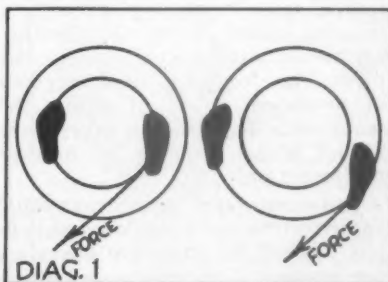
## Foundations for Football

(Continued from Page 9)

flexor muscles of the leg are used directly, and as these are the most powerful muscles of the leg the advantage is obvious. That leverage problem is pertinent to the teaching of the spinning task.

The reader may well inquire at this point: "All right, coach, if it is so important to get those legs into the line of rotation, why not put the feet directly under that line of rotation?"

My answer, via the physics man, is: "The rotational force is equal to the product of the force" (That's the 'shove off' the quarterback gets from his hips and feet "and the lever arm" (that's the distance from the pivotal

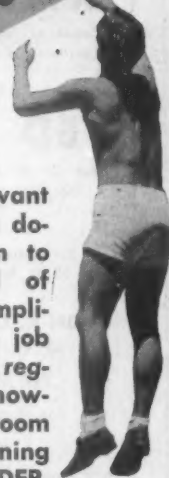


point to the shoving-off foot). Diagram 1 superimposes the quarterback's feet on the traditional physics pulley to illustrate the idea. In other words, a wider stance will cause a faster pivot than will a narrow stance, given the same "shoving-off" power in both cases.

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following manner: (a) Trunk erect with the weight close to the axis of rotation; (b) knees slightly adducted to give leverage in the direction of the load (hips) to be moved; (c) feet comfortably widened to give greater force to the spin. So I leave my quarterback talking to himself, but practicing the mechanical maneuvers, and bring my physics notebook over here to the "laborers", the blockers. I have enough mechanical principles that my quarterback now demonstrates to use on those blockers because they are fundamental.

### Openfield Blocks

We should constantly explain to our openfield blockers the need for slashing the defensive man. We try to avoid, at any cost, an "oozing" block which goes into working position too soon and then rolls like molasses into the defensive man. An "oozer" telegraphs his intentions to his opponent and also loses the zip and power of his movement. Therefore, our problem is to teach the blocker to conceal his intentions and withhold his power until the last possible moment. This last moment "slash" increases accuracy as an elusive halfback is a "headache" in the open field whether he is on offense or defense. Our obligation to the player required to execute such a block compels us to provide him with the best "blocking sights" possible. Now that that is established, what can a coach do to facilitate accuracy and power downfield?

First, we have the blocker approach his target in an erect position. (Illustration 1) The reason for this is indicated in the physics principle previously referred to — the weight to be rotated must be close to the axis of rotation, which is the shoulder-hip axis as it was in the quarterback's pivot. An erect trunk allows freedom of movement in all direction; the trunk bent forward (an oozing technique) allows freedom of forward movement only.

It is at this point that the rotational agility of the erect position asserts itself. When the defensive backs are not dodging an oozing they are putting their hands into his face (provided he has his eyes on his target) or on his head if he is flying blind. An erect blocker will be in a high position. (Illustration 1). He will maintain that erect position as he comes close to his target and then, suddenly, after a head fake, drop under the hands of the defensive man (Illustration 2).

The slash from the erect position

further surpasses the horizontal oozing in its ability to achieve contact with a blitz block from a base closer to the defensive man. As the left foot is placed directly in the path of the defensive man, the blocker throws his right hand toward the ground behind the man's right foot and drives his right hip into his belt (In the case of the blocker blocking with the right side of his body). He accompanies this with a slashing, rotating motion of the hips in the direction of his right hand. The movement is a cut downward with emphasis on establishing a base with the left foot as close to the man as is made possible by the head fake and the duck under the hands. If the trunk is bent forward in approaching the man, the tendency is to establish the left foot too far away from the man and a lunge results. Contact should be made with the body of the blocker straight across the path of the would-be tackler.

There you have the accuracy sharpened — erectness equals over-all mobility; mobility equals blocking-base position; and blocking-base position makes a slash possible.

When the defensive back sees the oozing blocker coming, his problem is to use his hands on him and watch the ball-carrier. He has a target for the former offered in plenty of time when the oozing approaches. Consequently, he uses his hands, sets his legs, or perhaps retreats a short step and then comes back into the runner. When the erect slasher approaches, the defensive back tries to see where the ball-carrier is, but all he can see is a blocker. He raises his hands to play him and the slasher suddenly ends up two feet lower in the middle of his lap. (Illustration 2).

What has happened? For one thing, the back's lap was retracted unconsciously as he found the blocker suddenly avoiding his first defense, the hands. The lap is the center of gravity and the little bit of momentum was all that was needed to start him on his way — the slash took care of the rest.

### Openfield Spinning

Another vital fundamental is the use of the spin in the open field. Let us assume that the line barriers have been successfully eluded and the ball-carrier faces the prospect of avoiding a halfback or a line-backer without a blocker. The runner must now establish a direction to his run and when the defensive man has fitted himself into that direction, the runner must suddenly change his original direction quickly to avoid the tackler.

He may use a cross-over step, a side-step, or a pivot.

In the pivot, the body is picking up speed for the forward drive as well as quickly changing the position of the tackler's target — the hips and legs. The physics man says that the speed is generated by centripetal force — "the force which tends to keep a body moving in a circular motion from obeying its natural tendency to move in a straight line."

If a rock is tied to a string, whirled about the head in a circular motion and then suddenly released, the circular motion imparts a greater momentum to the rock than if it had been propelled in a straight line. The ball-carrier is the rock when he pivots on the tackler. Naturally, the runner would be losing less time if he had merely continued his forward momentum without interruption; but he would then be wide open for a low, effective tackle. Consequently, the momentum of the centripetal force must be compared with the momentum that can be generated in the short time and distance after some type of pause has been made before the tackler. In that comparison the centripetal force comes out first. The problem is essentially, therefore, to (1) regain the lost momentum and (2) change direction at the last possible moment. Centripetal force, alias a reverse-pivot spin, is the answer.

What are the mechanics involved? First, we insist upon an erect position when setting the pivot foot. In eluding a line-backer it is necessary to straighten up quickly after getting past the line. Many coaches insist on the T halfbacks running high all the way from their starting tracks. Second, the approach is the same as the blocker's — the anchor foot of the blocker becomes the pivot foot of the ball-carrier and is also placed in the path of the

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tackler. (The forward speed of the opponent determines the proximity of that foot.) As soon as the pivot foot is placed, the recovery foot is quickly pulled back and around in the direction of the desired goal. Third, a quick simultaneous pull of



Illustration 3

the hip backward should bring the body alongside the tackler (Illustration 3) and momentum should be established. The so-called runner's "hip action", so intensely desired by coaches everywhere, is the football application of the shifting of the center

of gravity; therefore, through the complete pivot the use of the hips should be stressed.

When this maneuver is executed in the open field beyond the line-backers, a wider arc may be inscribed by the recovery leg. This is accompanied by a straight-arm placed on the tackler. The straight-arm, however, may be replaced by an effective head fake or a turn forward of the close shoulder as the hip is pulled.

The principles of the center of gravity, rotational force, centripetal force and leverage all may be used on the football field. The coaches who also teach academic subjects often practice the principles they teach in the physics lab. The value of the analysis of what we are doing is expressed in triple threat form: first, for those of us who do not always inherit natural-born performers who can practice these fundamentals without our teaching them, it serves as a sound basis for instruction; second, the game becomes educationally more meaningful as we integrate our game with the more "academic" phases; and third, that not-too-smart halfback may even pass his physics next semester.

## Six-Man In Central Iowa

(Continued from page 15)

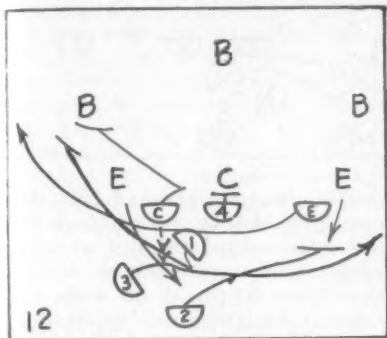
Diagram 7 is a pass play. The blocking assignments on the defensive line are the same as for the end run (Diagram 5) but the end only fakes a block at the defensive halfback, then cuts downfield and toward the side line. The quarterback moves out in the flat ahead of the halfback. The halfback (3) has the option of throwing to the end, to the quarterback, or faking a pass and running with the ball. Most of the time the pass was thrown to the quarterback, but with the defense spread he often went for long gains. On several occasions with the defense drawn in, the pass was completed to the end for a touchdown.

Diagram 8 is a version of the screen pass, a play that is always useful against a fast-charging defensive line. Upon the snap the center, end, and middle man sit tight making no effort to block. The quarterback quickly laterals to the halfback and crouches with his back to the center. The halfback and tailback start to the strong side as on an end run, with the tailback screening and halfback giving ground so as to draw the rushing defense toward him. At the last moment before being hit, the halfback flips the ball to the wait-

ing quarterback, who shouts a signal such as "go" or "now" and the line forms a three-man screen for downfield blocking. We liked to have the screen move to the weak side so as to take advantage of any tendency on the part of the defense to shift with the movement of the halfback.

In Diagram 9 the center after handing the ball to the quarterback goes directly to the defensive halfback on the weak side and attempts to decoy him toward the center of the field. The middle man blocks the defensive center. The end attempts to decoy the safety to the side line away from the play. The tailback blocks as on end runs to the strong side. The halfback starts fast to the strong side but upon getting wide of the end position, stops and throws toward the opposite side line at a point about eight to ten yards down field. The quarterback after releasing the ball to the halfback waits for about a two count and then moves seven or eight yards toward the side line and races for the spot and the ball. On this play a great deal depends upon timing and upon the center decoying the defensive halfback out of position.

The "B" series (Diagrams 10-13) is quite similar to the "A" series, but by having the halfback take a direct pass from center he becomes the feeder and the tailback becomes the chief running threat inside the ends (Diagram 10) and outside the ends (Diagram 11). The reverse (Diagram 12) was most effective when the weakside end on defense was caught slicing. On this play the center leads the halfback a half step with the snap and assists the middle man in



blocking the defensive center. The halfback moves toward the strong side and gives the ball to the end who has pivoted and started toward the weak side behind the line. The exchange must be a clear pass and not a hand-off, but for deception the pass should be very short. The halfback and tailback carry out a fake end-sweep. The quarterback delays for a two count before moving to the weak side to lead the play. If the defensive end delays or floats, the quarterback must block him to the outside and the ball-carrier should cut inside the block.

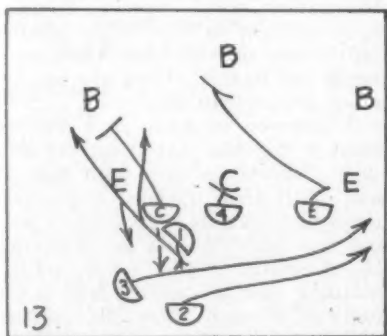


Diagram 13 is a play which takes advantage of a rushing weakside end and was called the sneak because of the resemblance to the quarterback sneak in the eleven-man game. The halfback takes the center snap and slips a very short shovel-pass to the quarterback who drives straight

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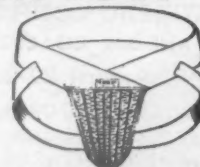
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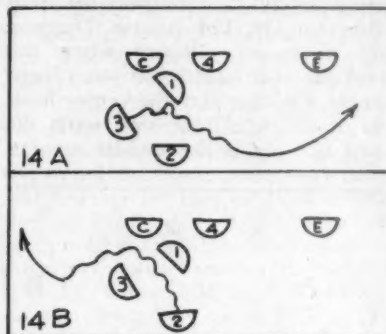


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ahead or to the weak side of center while the Number 2 and 3 backs carry out the fake to the strong side.

The offense may be varied by using the halfback or the tailback in



motion (Diagram 14A and 14B). The man in motion should make his first two steps toward the line of scrimmage, then turn and be moving away from the line at the snap.

Speed, blocking, and ball-handling are the keys to a successful offense. The emphasis should be on conditioning and fundamentals in the early part of the season. Start with a few basic plays and add to them as the season progresses.

### High School Tennis Doubles

(Continued from Page 13)

ball "up" to our team and produces more "kills" for us. These dynamic and threatening attitudes have a tendency to create fear and havoc in the other team. This pressure on the opponents very often causes them to lose confidence so that they play well below their usual capacity. In fact, it is common to hear other coaches say "Gosh, our doubles teams were surely off today!" They are usually much better than this."

A common weakness in a doubles team is the shot that is hit between them. Sometimes they both take it and clash their rackets, and sometimes they both let it go, each expecting the other to take it. This can be eliminated by the simple understanding that in case the ball is hit halfway between them the partner who hit the previous shot will be required to play it unless he is completely and visibly off balance because of the previous shot.

Each boy on our squad of thirty-five plays three singles ladder matches a week and about eight sets of doubles a week on the average. This is in addition to the overhead drill mentioned above. There is also a



considerable amount of time spent in drilling on service placement, service returns, volleying, and footwork. The first five weeks of the season we require doubles practice from all the boys. About a dozen boys are then selected to concentrate on doubles. Our final teams are usually selected from these, and many different combinations are tried until the two that click the best are discovered. We keep up our singles ladder matches and doubles test matches for the whole season. Often we find that due to the intense offensive type of game that our doubles players acquire, these boys begin beating the singles selectees in their singles ladder matches because they have established net-rushing tactics in their doubles workouts. This sometimes causes late season revisions in the line-up but its greatest value is that it is a real measure of the way that their game has improved, so far as being able to win is concerned, and reflects itself in their increased confidence in the coach's ability and "know-how."

We coach with long-range results in mind. Many times in early season matches, and particularly when we have to work with new material, our teams are defeated easily by our opponents. Four or five weeks later in the championship playoffs, however, our teams have improved so much that they turn about and win just as easily as they lost the first time. We attribute these reversals of form to the methods outlined above and advise that if these methods are used they should be used for the whole season. It will pay off in more wins for the doubles teams.

### Concussion

(Continued from page 6)

brain. Both sides should be tried and this repeated a few times to make sure.

If the player passes the sitting examination, the next step is to bring him to his feet, inquire again about dizziness and headache, and give him the Thomberg test. For this the player puts his feet close together, turns his face to the sky and closes his eyes. The normal individual will

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maintain his balance with little difficulty. The abnormal will sway considerably and even demonstrate a tendency to fall to one side or the other which means there is trouble inside.

It is reasonably safe for the player to continue in the game if all tests and symptoms are favorable, but the coach and the players next to him should be cautioned to watch for any evidence of missed assignments. This may be the first sign of delayed symptoms and if they appear the player should be removed from the game immediately and turned over to a doctor for further observation. Naturally such precaution should be followed if any symptoms or tests are unfavorable, and the doctor should decide when the player is fit to report for practice again.

It is assumed that the school and college boy is training his mind for his life work, and in that sense it becomes doubly important that good judgment be exercised in handling head injuries, particularly those involving loss of consciousness. By the same token, it is highly desirable that every possible means be used to prevent head injuries. Not long ago the newspapers reported that the plastic helmet might be abolished within a few years. Judging by experiences at Princeton University this would be a mistake. Since instituting the plastic helmet in the fall of 1946, the incidence of concussion among Princeton football players has dropped from seventy-five per thousand exposures for the ten-year period

before the war to approximately thirty-three per thousand.

The secret, of course, is not so much the plastic itself as the suspension system which sets the plastic away from the head, thus preventing most blows from reaching the skull directly.

The objection is raised that the plastic helmet is too hard and unyielding and does injury to the other person. If this be true, then Princeton football should show a greater incidence of injury since the use of the plastic helmet than before, because the new helmet is used in all practices as well as games. It is not set aside during the week to be used as a weapon of destruction against the opposing teams on Saturday, yet the rate of injury before its use was 1018 per thousand exposures as compared to 900 per thousand since. Furthermore the severity of injury as shown by the number of days lost per injury remains about the same, costing one-half day more per case using the plastic helmets. Hence Princeton's experience so far tends to indicate that the plastic helmet does not create more injuries nor cause more severe injuries to others, but does give positive protection to the head of the wearer. This last is of extreme importance when it is recalled that the major cause of direct fatalities in football is injury to the head according to the surveys conducted by the Committee on Injuries and Fatalities of the American Football Coaches Association.

## Pre-Season Organization for Football

(Continued from page 40)

ing, running, charging, can go a long way in cutting the bad breaks and errors to a minimum.

This letter reminds or urges you to return to school in top physical condition so that you will be able to compete for a position without danger of injury. Calisthenics such as are used in the regular routine should be used.

You are asked to report to the gym August 30th at 10 A.M. for the "preliminary meeting of the varsity candidates".

The requirements of a good football player are: Courage, determination, competitive spirit, quick-thinking, knowledge of the rules, knowledge of fundamentals, good condition, physical ability, alertness and responsiveness.

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### From Here and There

(Continued from Page 4)

and NCAA heavyweight wrestling championships and was a member of the 1932 Olympic team.

• • •

WARREN GAER, formerly at Pepperdine College, has been named head football coach at Drake University. Al Kawal, who was at Drake, is now head coach at Temple University. . . . Bill Easton, track coach at the University of Kansas used a new Bulova Photo-Electric timer at the Kansas Relays this year. The device was used in the NCAA meet and final Olympic trials last year and received widespread acclamation. It not only designates the order of finish through a photograph, but records the time of each runner by a line drawn through a ribbon of figures along the top of the picture. Times can be recorded to the hundredth of a second. . . . Melvin Shimek has succeeded Conrad M. Jennings as track coach at Marquette University. Shimek has been assistant track coach for a number of years. He was one of Marquette's all-time track greats, winning the national collegiate two-mile run in 1927. . . . Columbia University has announced the appointment of George Santelli as varsity fencing coach. Santelli, U. S. Olympic fencing team veteran as well as coach, succeeds Jimmy Murray who served as fencing coach at Columbia for fifty years. . . . Harvard University had 19 intercollegiate winter sports teams this past winter and will have twelve leagues in the intramural program with 94 teams competing. . . . Chatter Allen is returning to high school coaching after one year at the University of Corpus Christi. He is going to Beaumont High School, Beaumont, Texas. . . . The lacrosse coach at the College of the City of New York is Leon Miller, a full-blooded Cherokee Indian Chieftan. He has been coaching at CCNY for eighteen years.

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## Athletic Equipment

(Continued from page 22)

tem by the school board, without consulting the coach.

The failure to invite the coaches approval or disapproval of athletic equipment is inexcusable. The local lawyer, doctor, or pharmacist member of the school board cannot be expected to know the fine points of athletic equipment. They assume that all athletic equipment is the same and hence the price is the determining factor. Under this arrangement the coach is a double loser; he must use equipment not to his liking and then take the blame when the inferior equipment wears out.

The cost of equipment is a considerable item in every athletic department budget. The coach should devote considerable time in the selection and purchase of this equipment. He must remember that in purchasing such equipment he is acting as an agent expending public funds. Modern business operates on the theory of amortization, where the cost of expensive machinery is divided by the number of years it is expected to be usable. Athletic departments should act on the same basis. By buying good equipment initially and by taking special care of that equipment, the equipment dollar can be made to stretch considerably. Principals, superintendents, and college presidents are no longer appointed to their positions because of their educational background. The rising cost of education demands that individuals familiar with business methods, budgets and the like be appointed to administrative posts. Any assistance that the athletic department and its personnel can lend to the powers that be in their efforts for a balanced budget will ingratiate those responsible for athletic programs in administrative eyes.

## Coaching Schools

ON PAGES 44, 45, and 46 appears the list of this year's coaching schools. A hasty glance at the directory will show that there is a considerably greater number of schools than ever before; a wider geographical distribution of schools than ever before; and a wider selection of dates than ever before. This affords a greater opportunity for coaches to attend schools.

Coaching schools afford an opportunity to keep abreast of recent developments in the field of athletics and to study and evaluate other coaching methods. More important, they afford an opportunity for a coach to mingle with, and better understand his fellow coaches. Coaches should plan now to attend a coaching school.

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